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ABSTRACT

This simulation allows students to experience how their ancestors felt when they decided to emigrate to this country. The basic activity is a core simulation in which students role-play either an immigrant or an immigration processor at Ellis Island in 1900. The amount of time available determines additional enhancement options offered in the packet. (Includes a student guide.) (EH)

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ED 419 731

INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

# GATEWAY

**A simulation of immigration issues in past and present America**

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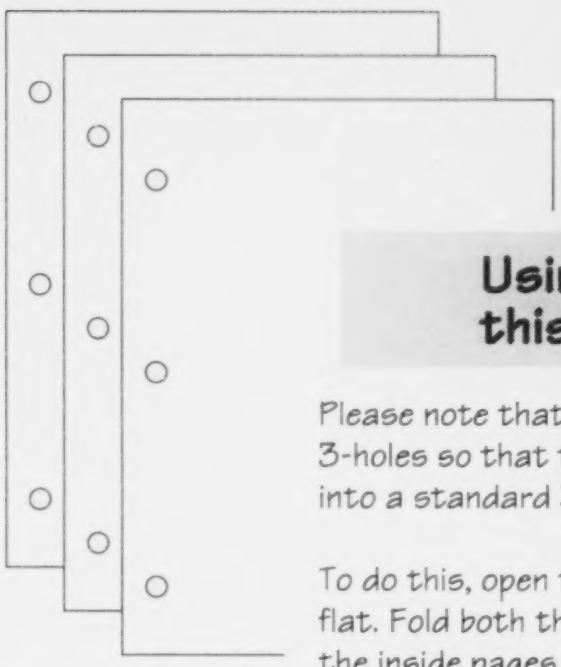

## Using the masters in this Teacher Guide ...

Please note that the pages in this Teacher Guide have 3-holes so that they can be removed and then inserted into a standard 3-ring notebook binder—if you so desire.

To do this, open this Teacher Guide so that it lies flat. Fold both the front and back covers—away from the inside pages. Firmly grasp the two covers in one hand and the inside pages together in your other hand. *Slowly* pull the two covers and the binding from the inside pages. They will separate cleanly. (Another slower method is to remove the inside pages one by one, starting with the first page.) You can then place all the Teacher Guide pages into the 3-ring notebook binder you have chosen. You will now be ready to remove and use certain pages as masters for duplicating as handouts for your students.

On the other hand, you may wish to leave the pages in this Teacher Guide and not place them in a separate 3-ring notebook. Note that the binder is so designed that unremoved pages will remain flat while on the copy machine's glass. However, if you choose this option, we recommend that you make a copy of each page you are going to duplicate as a separate copy master, saving the original pages in this Teacher Guide as your reserve masters.

INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

# GATEWAY

**A simulation of immigration issues in past and present America**

GATEWAY's three authors are JAY MACK, PAUL DEKOCK, and DAVID YOUNT. The first edition was based upon the Ellis Island simulation Jay developed in the 1970s for his history classes at Montgomery High School, San Diego, California. This simulation was expanded into its present format during the 1980s by Paul and David at El Capitan High School, Lakeside, California, where they team taught American Studies for 25 years and began their Interact company in 1968.

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# PURPOSE - 1

Over 35 million persons have willingly migrated to this country because they dreamed that it was a "gateway" to a better life. And for decades assimilation historians have examined these immigrants and their descendants and have called America a great "melting-pot." However, at the present time persons are increasingly questioning this metaphor. With renewed pride in red, black, yellow, and brown heritage, ethnic historians are asking what the word *American* means. They are divided into two groups, some recommending that our society strive to be a "mosaic," others recommending that it strive to remain a "melting-pot." As the twenty-first century approaches, which of these two metaphors is the better ideal for our country?

GATEWAY addresses the above question. It is one of Interact's core simulation units. These flexible programs show you how to introduce your students to background information necessary for meaningfully experiencing a short one-to-two hour simulation. In GATEWAY your students examine a few events and issues in our nation's fascinating immigration history prior to simulating Ellis Island in 1900.

Depending upon time available and your inclinations, you may choose one or more of several enhancement options to give your students whatever depth experiences in immigrational history you wish them to have. Specifically your students will experience the following during their preparation for and their actual experience of the core simulation:

*During GATEWAY students address some of the key issues of our time:*

- *Will the American Dream die for all of us if we severely restict immigration to our shores?*
- *To what degree should we expect immigrants to "Americanize" themselves?*
- *What does the word "Americanize" mean anyway?*

**Knowledge**

1 reasons why persons migrated to America during different periods in our history
2 the traumas of uprooting, crossing the ocean, being processed and settling
3 reasons for conflict between first and second generation immigrants
4 nativist and labor opposition to unrestricted immigration
5 twentieth century immigration legislation

# PURPOSE - 2

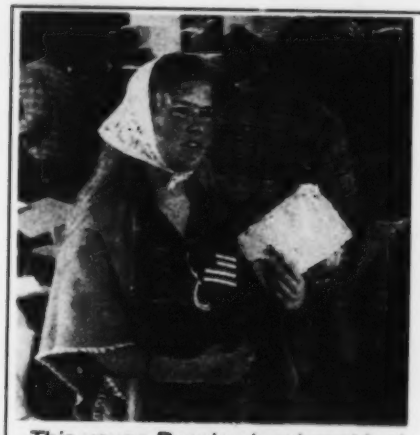
*Because your students will take notes on the background information and then write reflective notes on this information prior to the simulation, they will be better prepared to experience Ellis Island enthusiastically as the students below did in the authors' classrooms.*

**Feelings**

1 being an inferior "object" while role-playing an immigrant being processed at Ellis Island
2 being a superior exercising power over immigrants while role-playing a processing official at Ellis Island
3 realization of personal convictions about what *American* means and whether our national ideal should be a "melting-pot" or a "mosaic"

**Skills**

1 *taking notes* in an initial response pattern that subordinates specific detail to generalization
2 *making notes* that are personal *reflective response* notes based on the initial response notes taken earlier
3 role-playing various identities with imagination and animation (e.g., immigrant at Ellis Island, processing official at Ellis Island)
4 using *initial* and *reflective response* notes for *assimilation* (discussion, testing, and debriefing)



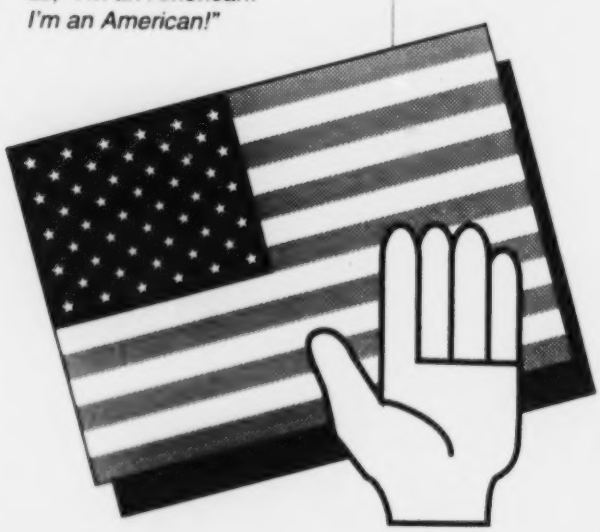
*This young Russian immigrant had worked hard making her costume and ID tag and gathering up her baby for her Ellis Island adventure ... As she experienced the simulation's various checkpoints and careful government processors, she worried that she might be deported ...*

*... and she was accepted by the processors so that she could pledge loyalty to her new nation ...*

*The 8 GSs (**G**eneral **S**tatements) that unify GATEWAY are found on pages 10-13 and 34-41.*

*If you use several ENHANCEMENT OPTIONS, you will likely test your students later.*

*Students role-playing successful immigrants take seriously the moment when they pledge their loyalty to their new nation ... Once the pledge ends and the processing official says, "Welcome to America," they spontaneously shout something such as, "I'm an American! I'm an American!"*



**Interact core simulations** These units have this sequence:

1. Students spend several hours wearing two "hats." They assume a role for the upcoming simulation, and they work as students receiving background information that will enhance their simulation experience. As students they *take* and *make* notes on materials you organize. Ideally they filter this information through their growing understanding of their separate simulation roles.
2. Students participate in the one-hour or two-hour simulation.
3. Having reflected upon time constraints, students' needs, and personal convictions about what most needs to be taught, you either ignore all enhancement options built into the Interact unit or choose to use one or more to deepen students' understanding and commitment.
4. During a final class period the class holds a debriefing session and possibly is tested upon the 8 GSs (**G**eneral **S**tatements) which unify student preparation for the Ellis Island simulation. During the debriefing students discuss the questions listed in the left margin of page 1.

**The GATEWAY unit** sequence:

1. Students are given role identities as either immigrants arriving at Ellis Island in 1900 or Ellis Island processors who came to America as immigrants ten to 20 years before. Everyone then spends several hours at school and on homework as a student *taking* and *making* notes on eight generalizations dealing with American immigration history. Students glean their information from photographs, films, videos, textbook readings, research, or teacher lectures. We suggest that you use the Interact *Responding* cross-disciplinary writing process explained later in this Teacher Guide. If the *reflective responses* the students write on their *initial response* note-taking have been organized carefully, they will be prepared for the culminating simulation experience.
2. Second, students set up **Ellis Island: 1900** in the classroom. They play roles as either processors or immigrants arriving from Greece, Italy, Russia, Poland, Scandinavia, and Germany.

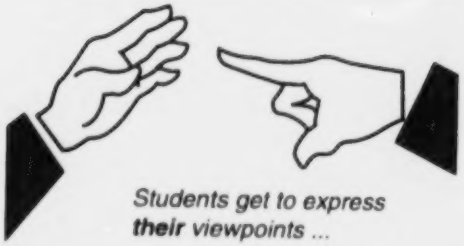
*The 8 GSs (**G**eneral **S**tatements) that unify GATEWAY are found on pages 10-13 and 34-41.*

3. Finally, students either experience one of the enhancement options briefly described below or proceed directly to the final debriefing (and testing if you decide to test them). No test is included in the unit, but you can add one over the 8 General Statements if you wish to do so. The debriefing focuses upon how America has been a "gateway" for millions of persons. Students share their own definitions of "American" and explain why they believe the American ideal for our pluralistic society should be a "melting-pot" or a "mosaic."

**Enhancement Options** (Handouts and fuller descriptions are found later in this Teacher Guide on page 56ff.)

1. ***Responding*Note-taking** We highly recommend that you use this powerful option throughout GATEWAY. Students write *initial* and *reflective* responses to background information and simulation experiences as a means of deepening their understanding and appreciation of the knowledge and issues the unit addresses.
2. **Immigration letter** (This option is used prior to the simulation.) Students who will be immigrants write a letter to a relative in America expressing why they are leaving their home country and what dreams they hope to achieve after they arrive. Students who will be processors write a letter back to a relative in the old country in which they explain how their own dreams for life in America have or have not been realized.
3. **1920s Quota System debate** If you wish to use this option immediately after Ellis Island to increase students' understanding of immigration history, you will have to have purchased the Interact American history rec-reation (#6073) called THE QUOTA SYSTEM AND IMMIGRATION.
4. **Modern congressional hearing on immigration policy** Here students are divided into groups which become lobbyists or congresspersons in various factions. As members of committees they first organize and then debate a spectrum of positions on what kinds of persons, if any, should still be allowed and encouraged to enter America as immigrants.

> *Dear Theo,*
>
> *I yearn for the day when I walk with you on the streets of gold in America. Here at home in Greece we worry each ...*



*Students get to express **their** viewpoints ...*

5. **American Dream project** We recommend that you consider culminating the unit by having students spend some time on their family backgrounds. Recommended activities include discussing immediate family members' experiences and ancestors' experiences in pursuing the "American Dream." Specific activities include creating a family tree, writing a real or imagined dialog with a family member or ancestor about a personal dream, and helping a group of classmates dramatically present skits dramatizing what students' ancestors have experienced in America.

*Whenever we use this ENHANCEMENT OPTION, we are amazed by how students find pride in what they discover about their ancestors and their American Dreams.*

***Special note:** Interact also publishes a fulled developed unit on geneology called **FAMILY TREE**.*

# SETUP DIRECTIONS - 1

1. **Understanding GATEWAY** Be sure you have read *all* the pages in this Teacher Guide to insure understanding — *before* you make decisions regarding **Time** and **Duplication** below.

2. **Grouping**
   a. You will be using cooperative learning groups during GATEWAY. After students pull their ID tags on Day 1, you can have them number off if you wish *chance* to dictate group membership for the work on GSs 1-8. However, if you wish to insure a sexual and ability blending, *you* can decide upon each group's membership in advance. Decide before Day 1 how you wish groups to be created, and if you decide to determine who works with whom, you should probably write down each group's membership.
   b. If you choose to do any of ENHANCEMENT OPTIONS 2-5, you should reflect upon whether or not you wish students to join different groups for these options.

3. **School library** Speak with your friendly school librarian regarding GATEWAY at least two weeks prior to beginning the unit. Ask for help in setting up a GATEWAY RESERVE SHELF which includes key books, filmstrips, photographs, and audio and video recordings.

4. **Simulation identities** You will need a minimum of 9 and a maximum of 12 students to play processing officials at Ellis Island. The remaining students will be immigrants. Look over the ID handouts for each cluster group and decide which IDs you will use. After duplicating and cutting up the necessary ID handouts for the ID pull on Day 1, discard the IDs you will not be using. (This Teacher Guide provides 24 immigrant IDs and 12 processors IDs.)

5. **Time** If you plan to use any of the numbered ENHANCEMENT OPTIONS, consider making a UNIT TIME CHART to fit the amount of hours and days you plan to spend on GATEWAY. You may want to duplicate this for your students or to place it on our chalkboard. (See the example of such a UNIT TIME CHART for only the Ellis

Island simulation portion of GATEWAY found on page 14.)

6. **Duplication** For each class participating in GATEWAY, duplicate the number of copies found in parentheses:

***The simulation***

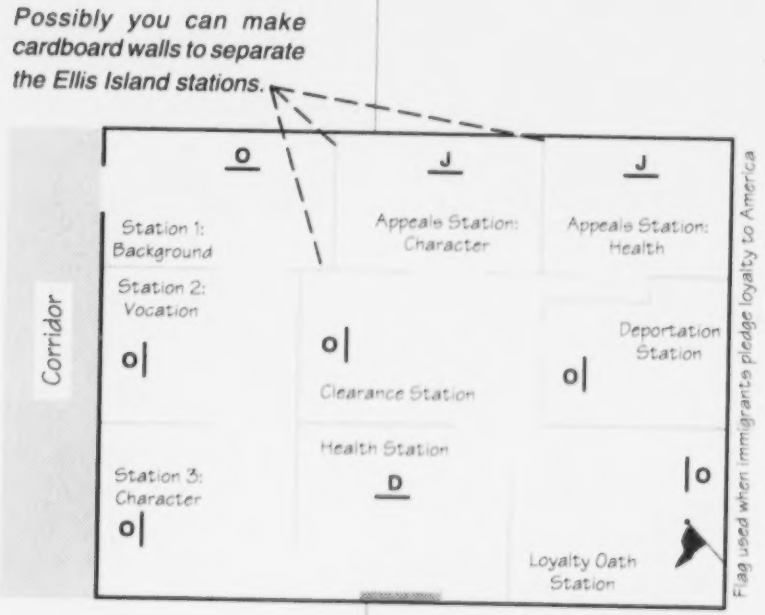
- *RESPONDING* NOTE-TAKING (class set) — if you are using recommended ENHANCEMENT OPTION 1
- IMMIGRANT MEN IDs (Open Information) (the number of male immigrants you have chosen)
- IMMIGRANT MEN IDs (Closed Information) (the number of male immigrants you have chosen)
- IMMIGRANT WOMEN IDs (Open Information) (the number of female immigrants you have chosen)
- IMMIGRANT WOMEN IDs (Closed Information) (the number of female immigrants you have chosen)
- MEN PROCESSORS IDs (the number of male processors you have chosen)
- WOMEN PROCESSORS IDs (the number of female processors you have chosen)
- IMMIGRANT CHECKLIST (class set)
- LOYALTY OATH (the number of immigrant IDs)
- DEPORTATION FORM (8)

***The enhancement options*** *(if you plan to use any of the following)*

- IMMIGRATION LETTER (class set)
- Materials from THE QUOTA SYSTEM AND IMMIGRATION re-creation—*if you have purchased this option from Interact.* (See page 4.)
  - IMMIGRATION SURVEY (class set)
  - CONGRESSIONAL HEARING (class set)
  - AMERICAN DREAM PROJECT (class set)
  - MY FAMILY TREE (class set)

*You will likely wish to organize the various student handouts into separate folders.*

# SETUP DIRECTIONS - 3




7. **Your classroom as Ellis Island** Study carefully the possible room arrangement for Ellis Island reduced at left and drawn in both the instruction handouts for immigrants and processors. If you have access to large cardboard (cut up from discarded refrigerator shipping cartons obtained at a friendly local appliance outlet), such cardboard "walls" will add to the feeling of being crowded and provide some privacy. If you cannot obtain such cardboard, plan to move chairs to separate the various stations.

8. **Classroom library** If you are fortunate enough to have time and funds so that you can order research materials in advance, set up a classroom research area just before beginning GATEWAY. A marvelous source of immigration materials is SOCIAL STUDIES SCHOOL SERVICE, 10200 Jefferson Blvd., Room 16, Box 802, Culver City, CA 90232. Their phone number is (213) 412-4246. Write or call and ask for their catalog. Besides several appropriate books, SSSS's catalog includes pamphlets, large photo collections, and videos which you and your students would find useful for GATEWAY. Items we particularly recommend are the following:

**Video cassettes**

- *The Immigrant Experience: The Long, Long Journey* 30 minute dramatization of Polish boy and his family entering America in 1907. This fine film has impact. It humanizes the background information for several of GATEWAY's 8 GSs. Seriously consider using it to get your students ready for the Ellis Island simulation. **SV671 V-19 $16.50**
- *The Island Called Ellis* Part of NBC's *Project 20* series, this 60 minute video is narrated by Jose Ferrer and shows impact of Ellis Island on immigrants. Includes documentary footage of actual immigrants and actual Ellis Island. **ZF213V-19 $85.00**

- *Immigration Reform* During the late 1980s two immigration activists debate issues such as these: Should the U.S. government set competency standards in English and job skills for immigrants? How does the government distinguish between a political refugee and an economic refugee? Will the U.S. ever be able to control its border? 57 minutes in color. This item would help students prepare for EXTENSION OPTION 4: The Modern Congressional Debate. **CU134v-19 $69.00**

**Photographs**

- *Immigration Photo Aids* This kit contains 40 superb 11" x 14" photographs printed on heavy glossy stock. Students like to holding them in their hands. You can pass them around the room for individual research (or for two students to use together while they are studying the 8 GS). The strong images add flesh and blood to the charts, statistics, and other cold facts which students usually too easily ignore. Finally, from these excellent photographs everyone will get many ideas on how to make costumes and how to gather and carry props during the Ellis Island simulation. **DPA 40-19 $46.00**

9. **Cameras and camcorders** Make arrangements to have at least one camera and one camcorder being used during the simulation. We always take photographs and videos—*at least during Ellis Island.* Your students will love having pictures and videos of their participation. Another plus that will result from this endeavor is that you can show the pictures and part of the video just prior to using the simulation next year. Students will try to top the quality of the previous students' performances.

10. **Public relations** Reflect upon how your students will likely react to GATEWAY. If you are convinced they will do a capable job, consider inviting your principal and local newspaper and TV reporters. The community needs to know about outstanding programs taking place in their schools. Also, students are entitled to the "highs" they can receive from academic performances as well as extra-curricular performances.

# GSs 1-8 Teacher Information - 1

1. **Finding sources** Prior to beginning GATEWAY, you should study each **G**eneral **S**tatement (GS) and look for sources you and your students can use to find information substantiating the 8 GSs.

2. **Writing down information** If you lack sufficient sources in your school library and a classroom library you establish, then you should write down information *on each GS sheet (of your own) that substantiates the key words in the GS.* If you do this, later during the unit you will be prepared to give your students **S**pecific **D**etail**s** (SDs) they can place on their own GS note-taking sheets.

3. **A few examples of such information:**

**GS 1:**

- **GS 1**

a. *Number of immigrants:* over 40 million immigrants have come willingly to America.
b. *Economic reasons:* the Irish leaving Ireland because of the potato famine of the 1840s
c. *Religious reasons:* the Jews leaving Russia because of religious persecution—the family in *Fiddler on the Roof.*
d. *Political reasons:* European families wishing to live in a country where their sons were not drafted into armies by dictatorial governments ... free-thinking individuals who wished to live where democracy was practiced
e. *Adventure:* young persons bored by the stifling life in villages which were still handcuffed by feudalism

**GS 2:**

- **GS 2**

a. *"Old immigration":* immigrants largely from Northwestern Europe ... often Protestant ... usually literate ... occasionally with some money when they arrived ...
b. *"New immigration":* immigrants largely from Southern or Southeastern Europe and Russia ... often Jewish or Roman Catholic ... often illiterate ... often impoverished when they arrived ...

## GS 3:

- **GS 3**

a. *"traumatic":* the word *trauma* comes from the Greek and means a wound or scar (something that stays with you)

b. *physically traumatic:* an injury a person carried all his/her remaining life if he/she were injured physically during a struggle to achieve a new life in America

c. *psychically traumatic:* a bad memory a person carried all his/her remaining life if he/she were scarred emotionally during struggles to achieve a new life in America

d. *the traumatic experience of "uprooting":* having to leave behind persons or objects central to one's life

e. *the traumatic experience of "crossing":* being confined in an inhuman space aboard ship ... being humiliated by prejudiced crew members

f. *the traumatic experience of "arriving":* being treated as a "greenhorn" and being taken advantage of (e.g., a Scandinavian family being conned out of its money when an American posing as a Scandinavian took the family's money for a train ride to Minnesota and then placed the family on "a train for Minnesota" that turned out to be a New York subway train)

## GS 4:

- **GS 4**

a. *environment:* the struggle to find decent accommodations ... often living at first in a ghetto with persons of the same ethnic group ...

b. *job:* the struggle to find jobs for all family members ... the hopes and expectations to "climb the golden ladder" to economic success ...

c. *education:* the conflicts within the family over whether children should go to school to better themselves or take jobs working for the family to help the family survive or prosper

## GS 5:

- **GS 5**

a. *speech/language conflict:* parents wanted children to speak their home country language while children, not wanting to be considered "greenhorns," eagerly embraced American English and its slang terms

b. *dress:* children wishing to dress like Americans; parents/grandparents wanting their children to remain true to their parents' dress

c. *manners:* children happy to follow the more relaxed family behavior patterns of America; parents/grandparents unhappy that their children were no longer as respectful of their elders as they had been in "the old country"

## GS 6:

- **GS 6**

a. *"nativism":* a belief that your nation's superior institutions must be protected because they are being threatened by pressures coming from outside and inside your country

b. *labor organizations:* groups of laborers who join together, pay dues, and stand up to management in order to earn higher wages; to gain job security; and to have safer, more pleasant working conditions.

c. *unrestricted immigration:* the situation early in American history when because of a labor shortage nearly anyone could migrate into America

d. *why nativists opposed unrestricted immigration:* they were convinced the American way of life was being diluted or ruined by too many persons who were different (i.e., they didn't live up to the WASP (**W**hite, **A**nglo-**S**axon, **P**rotestant) traditions

e. *why labor unions opposed unrestricted immigration:* they were convinced that immigrants were taking away their jobs by working for lower wages or by being scabs (strike-breakers)

## GS 7:

- **GS 7**

a. *restrictive legislation that never became law*: laws that would've required immigrants to be literate were often passed by Congress but vetoed by presidents from the late nineteenth century through President Wilson (the reason? the presidents said illiteracy was most often a result of lack of opportunity rather than lack of intelligence)

b. *restrictive legislation that did become law*: late nineteenth century laws restricting Oriental immigrants ... President Harding signing the literacy requirement ... Congress in the 1920s setting up a Quota System for the number of immigrants allowed to enter America (the system favoring WASP groups that had come to America earlier than the "new immigrants")

## GS 8:

- **GS 8**

a. *"pluralistic society"*: one in which all ethnic groups may "do their own thing" as long as their behavior does not violate other persons' rights under the federal Constitution

b. *"American"*: definitions will vary, depending upon persons' value perspectives

c. *"Americanism"*: definitions will vary, depending upon persons' value perspectives

# TEACHING SEQUENCE - 1

The majority of this TEACHING SEQUENCE is devoted to the core simulation experience, which you and your students should be able to complete in about five days if you are using no ENHANCEMENT OPTION other than #1, the Interact *Responding* writing process. However, if you choose to use other options prior to Ellis Island (e.g., #2, the Immigration Letter), you will have to increase the preparation time before the simulation.

## UNIT TIME CHART

| M | Tu | W | Th | F |
|---|---|---|---|---|
| Introduce immigration history and 8 GSs. (Use Student Guides for brief motivation)<br><br>Group students into AGs of 6 each (either as immigrants or processors)<br><br>Input on 8 GSs | Introduce what will happen on simulation Days 4-5<br><br>Input on 8 GSs | Input on 8 GSs<br><br>Motivate what will happen on Days 4-5 | Ellis Island simulation:<br>a. Processing | Ellis Island simulation:<br>b. Loyalty Oath<br>c. Deportation<br><br>Debriefing and/or testing |
| 1 | 2 | 3 | 4 | 5 |

*Hand out the Student Guides and have students read the first page and look through the remaining 7 pages very rapidly. Point out how they are now going to pull IDs which will determine whether they are going to be immigrants or processors during the Ellis Island core simulation.*

## Day 1

1. Motivate the unit. Stress how they are going to experience the information they will be studying.
2. Have students pull their IDs.
   a. Two-thirds (up to 24) should pull IMMIGRANT IDs *(Open information)* you have duplicated. Explain how the IDs they pull have only "open" information on them which they may share. Have individual immigrants come up to you individually and receive their "closed" IDs. Stress that they are to keep this information

secret in some cases if they wish to make it through Ellis Island.

b. One-third of your class (up to 12) should pull the PROCESSOR IDs you have duplicated.

3. Place the students in *numbered* AGs (cooperative learning **a**ctivity **g**roup**s**) of about six members each. Keep the processors and immigrants in separate AGs, but you don't have to place the immigrants in AGs restricted to their own nationalities. Strive to balance the AG so that each has one or two capable students and an equal number of boys and girls.
4. Assign each AG to a different area of the classroom. Have students in **AG1** sit in one area, **AG2** in another, and so on.
5. If you are using the recommended ENHANCEMENT OPTION 1 described on page 56ff., motivate the Interact *Responding* note-taking process.
   a. Introduce it by giving each student THE *RESPONDING* NOTE-TAKING PROCESS handout.
   b. Go over this handout briefly and ask students to file it for later reference in their notebook.
   c. Help students set up a cover sheet for their IR/RR notes during GATEWAY.
6. Hand out the GSs 1-8 note-taking pages. Explain that students are to fill in information under the appropriate headings on the note-taking pages. If you are using the Interact *Responding* note-taking process, draw outlines of certain pages on the board whose content relates to #7 below. Then demonstrate how to fill in their IRs as you cover #7 below.
7. Give a lecture, show a film or video, or assign textbook reading and/or research to cover the GSs. If you are using the Responding note-taking process, you may want to assign an RR on this first IR at this time. If so, keep the RR brief and simple and have students write it in class so that you can have students examine one another's RRs. Finally, ask that a few of these first RRs be shared before the whole class.
8. If you expect students to research the GS information on their own, you will want to show them where books/ materials are available either in your classroom library or your school library. Depending upon your students' ability and your own philosophy about how much to help students in their use of their textbook, motivate textbook use.

**TT**

**TEACHING TIP**

*Interact's* ***Responding*** *writing program is only briefly presented in the handouts beginning on page 56. The total teaching program is available from Interact in a 3-ring notebook; it helps a teacher, department, or total faculty utilize cross-disciplinary writing so that their students use writing as a powerful way to increase learning.*

# TEACHING SEQUENCE - 4

TT

TEACHING TIP

*Having students share IRs at first will help everyone catch on to how the process is done.*

## Day 2

1. Have AGs gather in their respective areas and share whatever IR work they have done so far on the GS note-taking sheets. *Encourage students to help one another learn.*
2. This sharing should take no more than ten minutes.
3. Circulate to each AG, stopping to glance at students' work, to encourage, to suggest, and even to hold up exemplary work for the AG or the whole class.
4. Spend some time explaining and motivating the Ellis Island simulation coming up on Days 4 and 5. (Immigrants' and processors' instructions are found in the Student Guide.
   a. You must give each student an IMMIGRANT CHECKLIST to study—regardless of whether the student is to be a processor or an immigrant.
   b. Briefly go over the IMMIGRANT CHECKLIST and then pick up the copies and file them in their folder.
   c. Tell students to study their Student Guides overnight and you will answer questions on the next day.
   d. Ask a processor who sews (or some immigrant, if necessary) to sew the armbands described in the SETUP DIRECTIONS and in the Student Guide.
   e. Encourage students to dress for their parts. They can get hints on appropriate dress from the images they have been seeing: those you have been showing them either in films or videos; and those they have found on their own.

TT

TEACHING TIP

*Having students share non-threatening RRs is an excellent way to get them into the power of responding to previous writing.*

## Day 3

1. Motivate RRs. Stress how these refectuve responses are intended to help students make personal contact with all the information they are studying.
2. Assign a short RR on one of the 8 GSs you feel that all students have covered. Have the students write this RR in 5 to 10 minutes.
3. Have AG members share their RRs as you circulate to the groups and listen and encourage as described in Day 2 above.
4. Tell students to continue working on their 8 GSs' IRs with input coming either from you or from their research.
5. While #4 is taking place, call together all processors to one area of the classroom. Assign roles so that all Ellis Island processing stations will be covered as described in their handout. Take no more than 10 to 15 minutes to answer questions.

# TEACHING SEQUENCE - 5

6. Send processors back to their AGs to continue their work on their 8 GS note sheets.
7. Call together all immigrants to one area of the classroom. Ask them how they are coming in creating costumes and finding props to carry as described in their handout. Take no more than 10 to 15 minutes to answer questions.
8. End class by encouraging immigrants to walk onto campus the next day dressed in their role and carrying their props. The first year we suggested this only a few students did so. Instead most immigrants rushed to the restroom and dressed just before class. In sequential years students who had seen how other students had enjoyed being immigrants all day came dressed to their first period class!
9. Before you leave school, do two things:
    a. Set up your classroom so that the Ellis Island stations are ready to go. (See the PROCESSOR INSTRUCTIONS in the Student Guide.)
    b. Arrange to have a camcorder or video camera available for you or someone else to use during Ellis Island.

## Day 4

1. Have the processors move to their separate stations.
2. Cram the immigrants into one corner of the classroom or out in the hall if their behavior will not disturb other classes. Cramming them together is psychologically appropriate. They should feel a little bewildered and helpless.
3. Begin the processing. Expect a real jam at first as students playing immigrants approach Station 1.
4. Make certain you or someone else is videotaping the simulation.
5. By the end of the period try to get all immigrants processed. Save the Loyalty Oath ceremony and the deportation proceedings until tomorrow.

## Day 5

1. Hold the Loyalty Oath ceremony and the deportation proceedings.
2. Move students into their AGs and have them write the IR-RR pair on their Ellis Island experience. See example on page 20.
3. Give time for AG members to share their IRs and RRs.
4. Use the remaining class time for debriefing or testing.

**TT**

**TEACHING TIP**

*We can't emphasize this recommendation enough. Both you and your students will love viewing this video once the simulation ends. The video will truly stimulate next year's students to get costumes that surpass this year's costumes!*

**TT**

**TEACHING TIP**

*Debriefing is a valuable part of using a simulation. Don't neglect it.*

*However, if you are going to do some of the enhancement options in GATEWAY, you may wish to delay this debriefing until later.*

5. Here are appropriate debriefing questions for students to discuss either in their AGs or in a general class discussion:
   a. **Immigrants**
   - Was the simulation realistic enough that sometimes you felt like an "object" being manipulated?

   b. **Processors**
   - Was the simulation realistic enough that sometimes you felt that you had power to control someone's life?

   c. **Everyone**
   - What could be done to improve this core simulation?
   - Do you think next year's students should play this simulation? Why or why not?

# ENHANCEMENT OPTION 1 - 1

Enhancement 1: *Responding* Note-taking

## Purpose

As a teacher working with the GATEWAY core simulation unit, you would use this note-taking process throughout the unit for several reasons:

1. You believe with Interact authors (or you wish to test this belief) that students learn and retain more subject matter and become more involved in the process of learning a particular discipline or subject if they continually put pen to paper and write about what they are learning — both inside and outside the classroom.
2. You sense that most students respect teachers who expect them to learn (i.e., students appreciate being treated as *students* rather than as chairwarmers). Therefore, you wish your students to know that you expect them to show responsibility for their own learning.
3. You wish individual students to reach this conclusion: *"My GATEWAY experiences have become more meaningful to me because I wrote about certain background information and about my thoughts regarding the issues which the simulation dramatized."*

## Amount of time required

The amount of time varies, depending upon how much you have students write inside and outside class. When you first use *Responding*, you will likely worry about the amount of time it requires. However, once you see the results and both you and your value the writing, your worries will lessen and disappear.

## Procedure

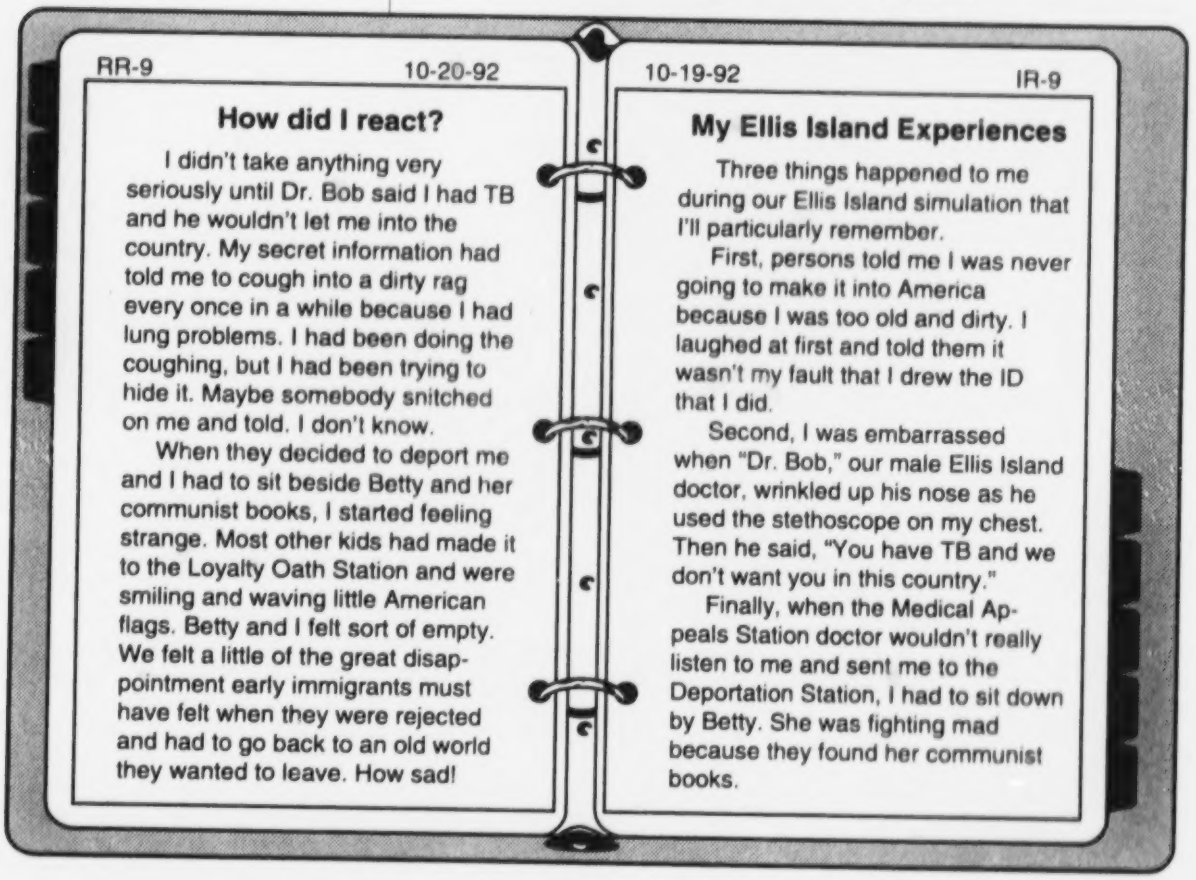
1. During the few days prior to the simulation, you introduce your students to the Interact *Responding* process.
2. First you briefly explain your conviction that persons learn more information, care more about the information, and retain it longer if they continually write about it while they are working to learn it.

*Below is an example of an IR and an RR a student wrote after failing to make it through Ellis Island.*

*Notice how the process of writing things down crystallized this young man's thoughts and feelings.*

*Do you think he is going to forget what he learned in GATEWAY?*

3. Next you have them write both *initial* and *reflective responses* before they experience the Ellis Island simulation. Students are asked to keep all this writing in a GATEWAY section of their notebook.
   a. **Initial responses (IRs):** Students *take notes* on classroom and homework information essential to the unit (lectures, films, photographs, videos, textbook reading, research). They place these notes on the right hand side of a facing entry notebook system. (The right hand side initial response is written on the front side of a regular sheet of 8 and 1/2" x 11" paper.)
   b. **Reflective responses (RRs)**: Later students *make notes* by reflecting upon the information and issues found in the IRs (initial responses). They place these notes on the left hand side of a facing entry notebook system. (The left hand side reflective response is written on the back side of a regular sheet of 8 and 1/2" x 11" paper.)



RR-9 10-20-92

**How did I react?**

I didn't take anything very seriously until Dr. Bob said I had TB and he wouldn't let me into the country. My secret information had told me to cough into a dirty rag every once in a while because I had lung problems. I had been doing the coughing, but I had been trying to hide it. Maybe somebody snitched on me and told. I don't know.

When they decided to deport me and I had to sit beside Betty and her communist books, I started feeling strange. Most other kids had made it to the Loyalty Oath Station and were smiling and waving little American flags. Betty and I felt sort of empty. We felt a little of the great disappointment early immigrants must have felt when they were rejected and had to go back to an old world they wanted to leave. How sad!

10-19-92 IR-9

**My Ellis Island Experiences**

Three things happened to me during our Ellis Island simulation that I'll particularly remember.

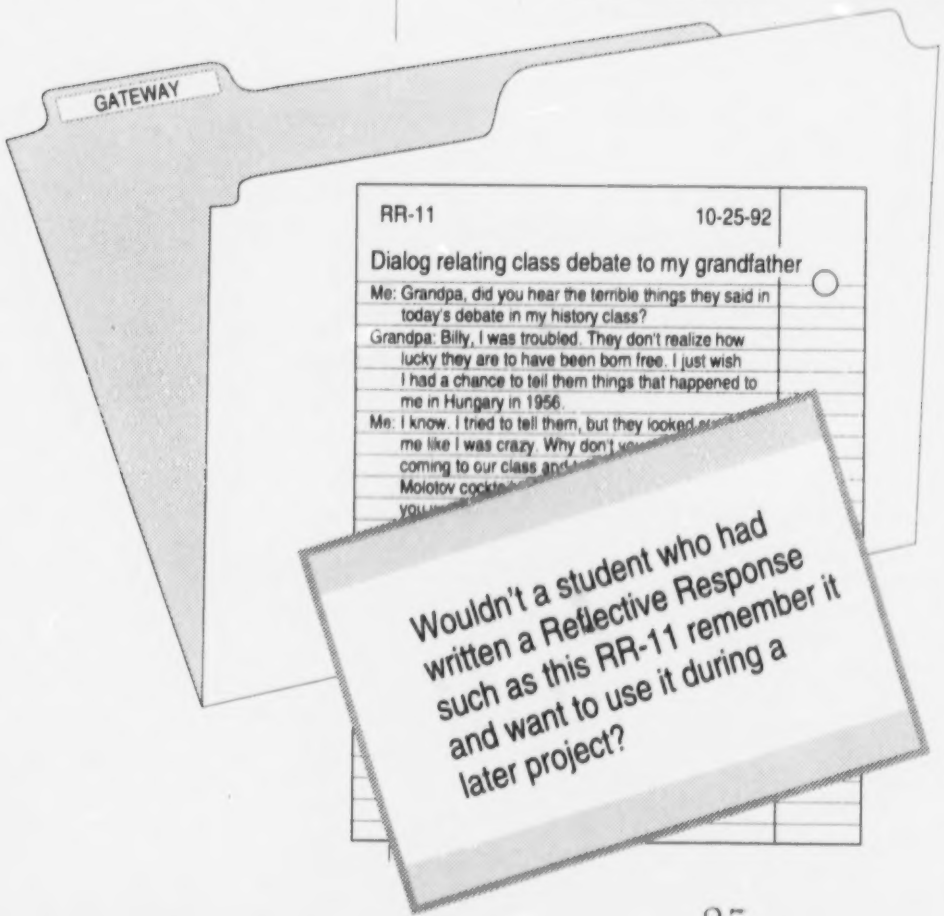
First, persons told me I was never going to make it into America because I was too old and dirty. I laughed at first and told them it wasn't my fault that I drew the ID that I did.

Second, I was embarrassed when "Dr. Bob," our male Ellis Island doctor, wrinkled up his nose as he used the stethoscope on my chest. Then he said, "You have TB and we don't want you in this country."

Finally, when the Medical Appeals Station doctor wouldn't really listen to me and sent me to the Deportation Station, I had to sit down by Betty. She was fighting mad because they found her communist books.

*An example of such a paired IR-RR is found on the bottom of the previous page.*

4. After the one to two hour ELLIS ISLAND simulation and any ENHANCEMENT OPTIONS you have your students experience, you require that they continue writing IRs and RRs.
5. Sometime later you will expect your students to *assimilate.*
   a. **Assimilative responses (ARs):** During the unit ... or later in the course ... or in a conversation with someone, students are likely to write or speak about immigration ideas. At such moments they *produce* something (e.g., a speech, a composition, a test score, an intellectual conclusion).
   b. Because students have been asked to save their GATEWAY notebook's IRs and RRs, they are able to return to this previous work and assimilate its information and ideas. The composition they must write, the speech they must give, the test they must pass, the point they want to get across in a discussion with a parent — all seem easier and meaningful because what they write or say is based on *their* knowledge and experiences which *they* wrote about during the GATEWAY unit.


GATEWAY
RR-11 10-25-92
Dialog relating class debate to my grandfather
Me: Grandpa, did you hear the terrible things they said in today's debate in my history class?
Grandpa: Billy, I was troubled. They don't realize how lucky they are to have been born free. I just wish I had a chance to tell them things that happened to me in Hungary in 1956.
Wouldn't a student who had written a Reflective Response such as this RR-11 remember it and want to use it during a later project?

*An example of personal writing a student would consider **authentic** is found on the previous page. Note how the student preparing to write an AR (**A**ssimilative **R**esponse) has taken one of his RRs from his GATEWAY folder ... We have had students doing the ENHANCEMENT OPTION 5: American Dream Project write such dialogs because a relative escaped to America in fall 1956 during the Hungarian Revolution.*

c. Remember that students' RRs (reflective responses) contain *personal* writing about immigration information and ideas. Consequently, what they later write or speak about these earlier IRs and RRs still has meaning to them. Because it reflects inner beliefs and experiences, to them it is *authentic* rather than phony.

d. Here is another way of expressing the above concept. Students who have used the Interact *Responding* process will feel they *own* the GATEWAY experience. (Teachers recognize such feelings when a former student stops by after school and says, "How are you, Mr. D? Are any students this year as opposed to new immigrants as Susie Sanders was last year? Remember how I shot her down in that congressional debate in GATEWAY?" Contrast such a feeling with that revealed by bored, uninvolved students whose comments and body language shouts — "Just tell me what I have to know and how I can pass the test..." Your students are less likely to feel this way if they sense they are *students* who wrote, wrote, wrote and spoke, spoke, spoke about their classroom experiences.

*The IR/RR/AR patterns or formats you devise for your students should be your choice. You best understand their strengths and weakenesses and how far you can push them. But don't sell them short. If you make them write, write, write on any course input coming their way, they'll soon take pride in what they are writing. They will feel like they are **students** rather than chairwarmers.*

## Types of IRs, RRs and ARs

***Note:** To thoroughly understand the types of IRs, RRs, and ARs you can utilize with the Interact **Responding** note-taking process, we recommend that you purchase the program, which is presented in a 3-ring notebook with 10 tab sections. The program includes detailed teaching directions as well as masters for handouts and overlay transparenices. Together they show how to use this cross-disciplinary writing program in these subjects: English, social studies, foreign language, science, math, and computer science. To introduce the program here, we have listed several examples of IR/RR/AR patterns below.*

**IR patterns**

- **outlining** (formal lectures)
- **informal notes** (informal presentations)
- **columns** for recording visual images and quotations (films and videos)
- **drawings and notations** (demonstrations)
- **worksheets** with introductory words/phrases (younger or less capable students)

*The big question that may be troubling you:*

## *DO I HAVE TO READ EVERY-THING THEY WRITE ?*

*Does a basketball coach evaluate every free throw his players shoot in practice? No!*

*Neither do you have to read everything your students write.*

*Make evaluation easy: Simply have students give themselves a QUANTITY grade utilizing a system you devise. Then you quickly read through each student's GATEWAY folder organized as follows:*
*Students put one or two samples of their best RRs on top of all their writing. You skim through the folder and read the designated best RRs -- and maybe one more? -- and then give their GATEWAY writing a second grade for QUALITY.*

*(More detailed techniques for evaluating the **Responding** writing process are found in the program's 3-ring notebook.)*

**RR patterns**

- **listing** (making lists of questions you wish answered, ideas new to you, items you agree with or disagree with)
- **annotating** (simplifying and restating key points in different language)
- **reacting** (writing a paragraph or more explaining how you feel about something in the IR)
- **relating** (writing a paragraph or more showing the relationship of something in the IR to something you already know or have experienced)
- **dialoging** (after listing some questions to ask a person involved with the IR subject, write a dramatic dialog with that person in which you ask questions and the person answers you)
- **distilling** (finding new, clearer, purer understandings while studying past IRs and RRs as you prepare an AR, **A**ssimilative **R**esponse)

**AR patterns**

- **compositions** (formal or informal essays, personal statements)
- **speeches** (organized or informal)
- **poems** (formal verse or free verse)
- **dramatic pieces** (short sketches or role-playing scenes)
- **lab reports** (science classes)
- **tests** (essay or objective exams)

## Sample IRs, RRs, and ARs for GATEWAY

**Ellis Island core simulation**

- **IRs on GSs 1-8 Background information prior to Ellis Island:** Create IRs which would help students appropriately fill the spaces on the 8 note-taking sheets provided in the Teacher Guide.
- **RR on GS 2 IR:** *Relate* what you learned to someone you know whose relatives were "old" or "new" immigrants.
- **RR on GS 3 IR:** Write a *reaction* explaining how you would feel if your family suddenly had to leave where you currently live and moved to a foreign country. How traumatic would it be for you?
- **RR on GS 4:** Write a *dialog* with a youth your age living in 1905 who had to leave school a year ago to work full time to help support his immigrant family.

# ENHANCEMENT OPTION 1 - 5

- **RR on GS 5:** *List* ideas new to you.
- **RR on GS 6:** Relate nativist or labor union arguments to someone you have heard use the same arguments.
- **RR on GS 7:** *React* to the idea of whether or not immigrants should be literate in their own language if they wish to enter America.
- **RR on GS 8:** Relate someone else's definition of what an "American" is to your own definition of "American."

**Enhancement Option 3: Quota System Debate**

- **IRs on pro and con speakers:** informal notes
- **RRs on informal notes:** *Relate* your own beliefs regarding immigration to the arguments that most attracted you and that most irritated you.

**Enhancement Option 4: Congressional Hearing**

- **IR on arguments advanced:** informal notes
- **RR on informal notes:** *List* either questions you'd like the speakers to answer ... or ... weaknesses you sensed in certain arguments presented.

**Enhancement Option 5: American Dream Project**

- **IR on group presentations:** informal notes
- **RR on informal notes:** *React* to the one immigrant you felt had the most admirable American Dream. Tell why this person's dream pleased you.

**Total unit:**

- **AR:** Write a short composition or a short speech you would like to give to the President of the United States and the leaders of Congress. Explain as logically and as passionately as you can how you believe allowing immigrants to enter America today relates to the preservation or destruction of your American Dream.

**TT**

TEACHING TIP

*Of course, you would use these only if you had also purchased the American history re-creation mentioned on page 4.*

# ENHANCEMENT OPTION 2 - 1

Enhancement 2: Immigration Letter

## Purpose

As a teacher working with the GATEWAY core simulation unit, you would use this IMMIGRATION LETTER activity for two main reasons:

1. You want your students to think more deeply about the hopes and traumas of being a turn of the century immigrant to America.
2. You believe your students will be better prepared to play their Ellis Island roles zestfully if they have vicariously "walked in shoes" of the immigrant and processor identity they are to role-play.

## Amount of time required

The amount of time varies, depending upon how much you have students write inside and outside class. If you want only a brief, surface treatment of the assignment, your students could write their letters in about an hour either in or outside class. If you wish a more in-depth experience, you should spread the activity over two days.

You should have students do this assignment in the days preceding the simulation. Thinking about their identities while they are also completing the GS note-sheets can be beneficial.

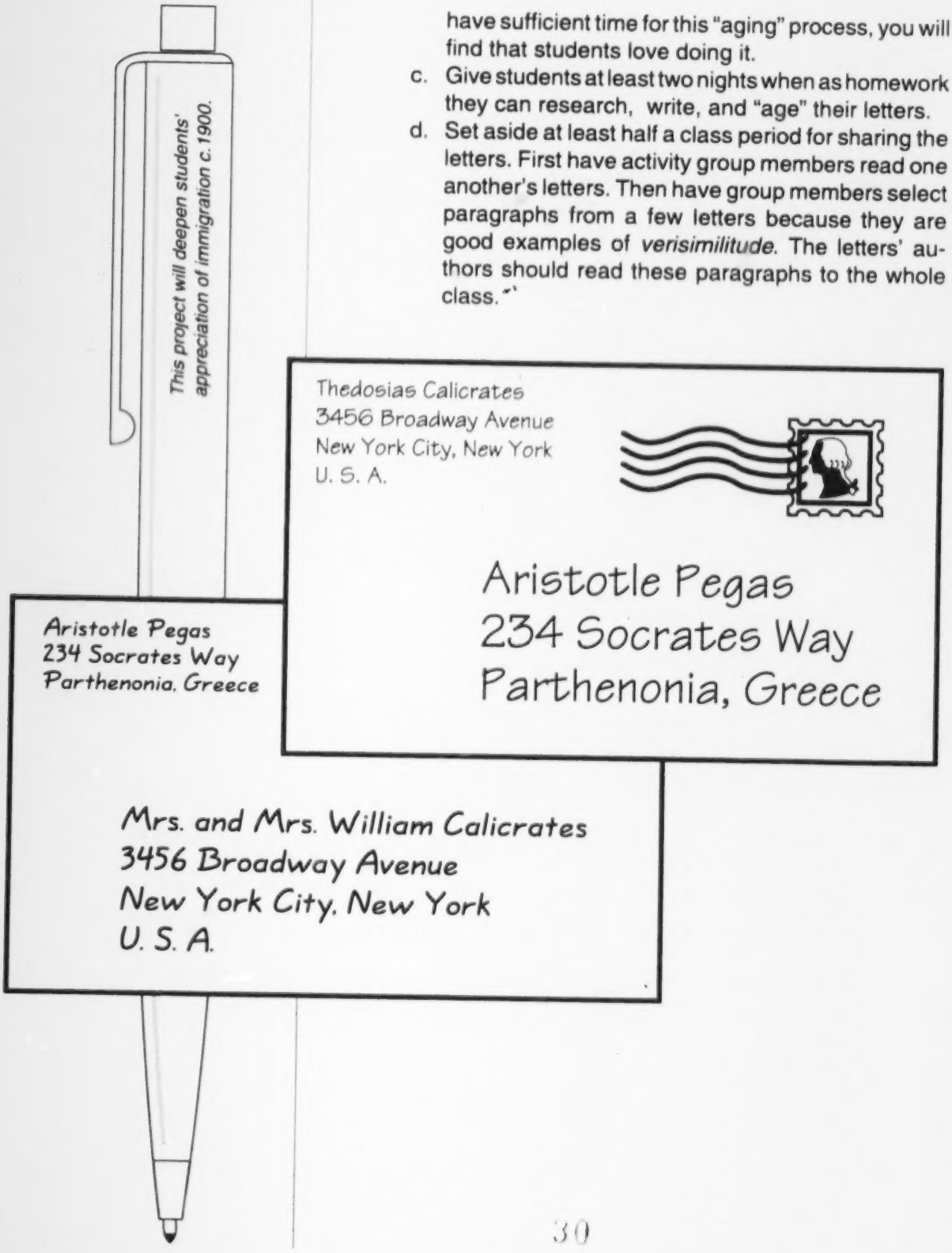
## Procedure

1. **Shorter option**
    a. Give each student the IMMIGRATION LETTER handout.
    b. Motivate the assignment for about 6-8 minutes inside class.
    c. Have students write it during class or overnight.
    d. To save time, allow no class time for sharing letters although you can encourage students to read one another's letter outside class.
2. **Longer option**
    a. Give each student the IMMIGRATION LETTER handout.
    b. Motivate the assignment for about 10-15 minutes inside class. Spend extra time giving examples of *verisimilitude*. (See definition of this term at #3 under **General directions for everyone** on the handout.) Also recommend that students include Option #5 under the **General directions**. If they

have sufficient time for this "aging" process, you will find that students love doing it.

c. Give students at least two nights when as homework they can research, write, and "age" their letters.

d. Set aside at least half a class period for sharing the letters. First have activity group members read one another's letters. Then have group members select paragraphs from a few letters because they are good examples of *verisimilitude*. The letters' authors should read these paragraphs to the whole class.



# ENHANCEMENT OPTION 3 - 1

Enhancement 3:
Quota System Debate

## Purpose

As a teacher working with the GATEWAY core simulation unit, you would use this QUOTA SYSTEM AND IMMIGRATION debate activity (see page 4) for several reasons:

1. You want to increase your students' understanding of the historical arguments for and against a quota system being established for immigrants wishing to enter the United States—as those arguments were presented from late in the nineteenth century until the 1920s.
2. You want your students to analyze whether the above arguments are still present in the American mind today.
3. You teach high school students in a state such as California* in which eleventh grade American history teachers are asked to devote extensive time to teaching the years since 1900. Therefore, you have time margins allowing for such intensive study.

*The new California state history/social studies framework recommends that the final 27 weeks of the eleventh grade American history course focus on the twentieth century.

## Amount of time required

The amount of time required is three to four days. The first day is devoted to motivation, role assignment (pro and con speakers), background reading, and speaking preparation. The re-creation debate requires two hours. A minimum of half an hour is devoted to debriefing.

## Procedure

1. You would have to have purchased the QUOTA SYSTEM AND IMMIGRATION re-creation from Interact in advance—item #6073. This re-creation set includes 35 8-page Student Guides, a detailed Teacher Guide with duplicating masters for all student handouts. (The handouts are already duplicated on various colored paper for first-time use.)
2. You would follow the Teacher Guide directions that lead you and your student through these experiences with the quota system re-creation:
    a. reading the BACKGROUND ESSAY;
    b. dividing the class into three factions: pro ... con ... undecided

# ENHANCEMENT OPTION 3 - 2

*Role handout sheets give speakers identity information and outlines for the speeches they must deliver.*

*Similarly ... questioners also receive identity information and recommended questions to ask during the re-creation.*

c. meeting in factional groups to divide responsibilities (pro/con speakers speak; undecided ask questions)
d. overnight writing assignment in preparation for debate
e. speaking or questioning during the debate on the four issues:
    - Is there ample justification for a Quota System?
    - Can these "New Immigrants" be Americanized?
    - Would an influx of more immigrants be good or bad for the economy?
    - Would the "New Immigrants" cause untold social problems?
f. taking notes if not a main speaker
g. voting on the four issues
h. debriefing by looking into the pros and cons of admitting immigrants wishing to enter America today when their oppressive governments are denying them their human rights

***Special note:*** *If you would like to receive some sample Student Guides from several of the 25 historical re-creations* ***Interact*** *publishes, call our 800 number:* ***1 (800) 359-0961****. The 25 re-creations cover the years 1637-1971.*

# ENHANCEMENT OPTION 4 - 1

Enhancement 4: Congressional Hearing

## Purpose

As a teacher working with the GATEWAY core simulation unit, you would use this CONGRESSIONAL HEARING activity for two main reasons:

1. You want your students to come to grips with the difficult issues of how many immigrants living up to what standards should be admitted to the United States each year.
2. You believe having students go through the congressional legislative process is a necessary part of their civic education.

## Amount of time required

This activity will likely take about three to four days: one for motivation and organizing the lobbyists and committee members; an overnight homework planning session for individuals; a day or more of congressional hearing; and about half a period for debriefing.

## Procedure

**Day 1**

1. Give every student an IMMIGRATION BILL SURVEY handout. As students are filling out this sheet, write the following on your chalkboard:

### Scoring The Survey

**SA** (-2) **A** (-1) **NO** (0) **D** (+1) **SD** (+2)

Nearby on the chalkboard draw this continuum:

**-20 -10 0 +10 +20**

2. Tell students to write a numerical figure by each of the 10 items on their SURVEYS and then to total the + and - points to come up with a TOTAL SCORE.
3. Have each student come up to the chalkboard and mark his/her TOTAL SCORE with an **X** at the appropriate spot on the continuum. Here are examples written by two students with scores of +3 and -7:

**-20 -10 0 +10 +20**

**X X**

# ENHANCEMENT OPTION 4 - 2

4. Give everyone a CONGRESSIONAL HEARING handout and have students read it while you do two things:
   a. Write the words **Liberal** and **Conservative** above the continuum as follows:

**Conservative** **Liberal**

**-20 -10 0 +10 +20**

   b. Divide the continuum (which now has everyone's TOTAL SCORE marked in **X**es) into seven areas based on scores.
5. Call your students' attention to your actions at the chalkboard. Explain how you have divided the class into seven activity groups, based on the seven clusters of relatively similar TOTAL SCORES.)
6. Make the scoring area closest to **0** be the Congressional committee. (Theoretically this group is most in the middle.) Explain that the other six groups will be lobbyists preparing legislation. (See the CONGRESSIONAL HEARING handout.)
7. Have the activity groups go to seven classroom areas and proceed with their **Directions for** ... found on the CONGRESSIONAL HEARING handouts.

**Your students will learn Parliamentary Procedure.**

**Day 2**

1. Allow activity groups to circle up for about 5 to 10 minutes to go over their responsibilities for the day.
2. See that the committee members arrange their desks in front of the room. (You may choose for them to sit behind a large table.)
3. Stress that you will act as legislative counsel and parliamentarian for the committee.
4. Have the committee chairperson proceed, following his/her directions (#3 through #11 on the CONGRESSIONAL HEARING handout).

**Day 3**

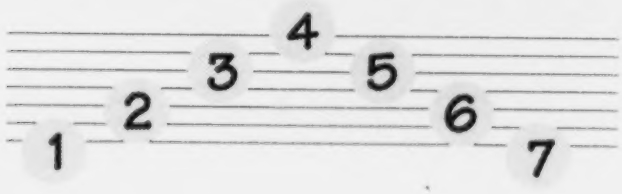
1. You may need half or more of this period to conclude the hearing if you have either a particularly lively or a particularly slow group.
2. Number off your students 1 to 7 to form new activity groups for debriefing. Have the new 1s, 2s, 3s, etc. go to different classroom areas and circle up for debriefing.

# ENHANCEMENT OPTION 4 - 3

*This final debriefing really leads students to understand the difficulty Congresspersons have in reaching a political compromise.*

3. Encourage each activity group to see if it can reach a consensus about what an ideal immigration policy should be at this moment in American history.
4. Each activity group sends a representative to stand and briefly explain what happened within his or her activity group.

Reports for all seven AGs (activity groups)



# ENHANCEMENT OPTION 5 - 1

Enhancement 5: American Dream Project

## Purpose

As a teacher working with the GATEWAY core simulation unit, you would use this AMERICAN DREAM PROJECT activity for three main reasons:

1. You want to end this immigration unit "with a bang not with a whimper:" you want your students to consider what the phrase "the American Dream" has meant during our history.
2. You believe your students will more deeply appreciate their parents and ancestors if they search for their "roots" and fill out a FAMILY TREE going back through their great grandparents.
3. You wish to give your students a chance to speak and even act out American Dreams their family members have lived.

## Amount of time required

This project will likely take four or more days. It is a logical ending for an enhanced GATEWAY experience.

## Procedure

**Day 1**

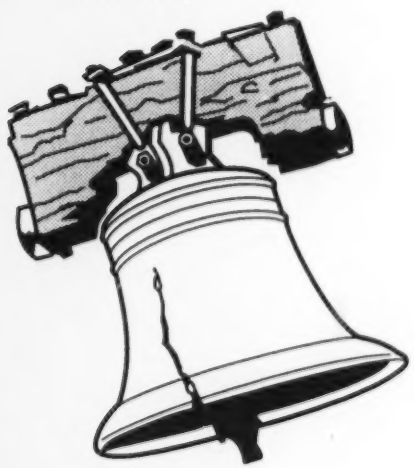
1. Select some capable, extroverted students before class begins to help you with #4 below. *Make specific suggestions about what they should say and what they should do while they role-play with you.*
2. Give all students copies of the AMERICAN DREAM PROJECT and FAMILY TREE handouts.
3. Under **Individual activity** in the former, go over #2 and #3.
4. To stimulate how they should contact and interview relatives in person and on the phone*, seriously consider role-playing such activities in front of the class. You be the students contacting and interviewing; have students be the relatives being contacted and interviewed.
    a. Demonstrate first how to contact the person on the phone.
    b. Be sure students understand how much older persons will enjoy talking about their past if they are approached respectively.
    c. Stress that there may be a problem of keeping persons focused on the questions. Elderly persons sometimes tend to ramble and repeat. In your role-playing demonstrate how to get them back on the subject without hurting their feelings.

# ENHANCEMENT OPTION 5 - 2

*When you use this AMERICAN DREAM PROJECT with your students, you are going to be impressed by their pride in what they discover about their relatives' struggles to achieve their American Dreams.*

*Two of many examples from our classes:*

- *a son telling about his mother and aunts as German teenagers racing to escape rapacious Russian troops in eastern Germany in spring 1945 while dreaming of meeting and marrying an American soldier who would rescue them (His mother did!) ...*
- *a daughter telling how her mother threw Molotov Cocktails at Russian tanks in Budapest in 1956 ... and then slipped across the border to finally arrive in America where she could start a free life ...*



d. As interviewer, find the questions to ask under #3 on the **Individual Activity** section of the AMERICAN DREAM PROJECT handout.
e. End your role-playing scenes by thanking the person being interviewed.

5. Answer any student questions and encourage them to start their search for their "roots" immediately.
6. Either today (or a few days later after students have done some research), go over #4 and #5 on individually writing a 3-5 page dialog. ***Note:*** *You may think #5's creative option sounds far-out, but we have had wonderful imaginary dialogs written by our students who either respect or are fascinated by a dead ancestor who had an intriguing American Dream.*

**Days 2, 3, 4** (These days will have to be several days after Day 1 so that students will have had days in between to do their family research and to write their 3-5 page dialogs.)

1. Follow #6, #7, #8 under **Group Activity**.
2. Consider using a camcorder to preserve the groups' presentations. They could make an excellent video for your school's Open House.
3. After the groups' 20-minute presentations, pick up students' individual notes, dialogs, and FAMILY TREES. Reading this work will be interesting. Save copies of exemplary work so that you will have some examples to show students doing the project next year.
4. Whether or not you grade your students' individual and group American Dream Project work is your choice. (See #9 for a suggestion.)

GATEWAY 34

**GS 1:** Since the early seventeenth century, an astonishing number of persons have migrated to America for several reasons.

**IR -1**

A. Economic opportunity

B. Religious freedom

C. Escape from political oppression

D. Adventure

# GS 2: Ethnic groups have come to America from different countries at different times; the two major migrations have been called "the old immigration" and "the new immigration."



A. The "old immigration"

| Who | When | Why |
|---|---|---|
| | | |

B. The "new immigration"

| Who | When | Why |
|---|---|---|
| | | |

# GS 3:

The uprooting in the old country, the crossing of the sea, and the arriving in America have been physically and psychologically traumatic for the immigrants.

**IR -3**

A. Terms
   1. traumatic

   2. physically

   3. psychologically

B. Three traumatic experiences
   1. uprooting in old country

   2. crossing the sea

   3. arriving in America

# GS 4: Environment, job, and education have been very important to the immigrants after they have arrived in America.



A. Environment

B. Job

C. Education

**GS 5:** First and second generation immigrants (adults and children) have inevitably found themselves in conflict with one another after arriving in America.

**IR -5**

| Parents/grandparents | Conflict | Children/youth |
|---|---|---|
| | Speech ... Language | |
| | Dress | |
| | Manners | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# GS 6: For various reasons nativist groups and labor organizations have always opposed unrestricted immigration.



A. Terms
   1. Nativism

   2. Labor organizations

   3. Unrestricted immigration

B. Reasons why they opposed unrestricted immigration
   1. Nativists

   2. Labor organizations

**GS 7:** After the Civil War (1861-1865) Congress tried to pass lesiglation restricting various immigrant groups' immigration to America; eventually Congress did pass certain restrictive legislation.

**IR -7**

A. Legislation that never became law because it did not both pass Congress and receive the President's signature.

B. Legislation that did pass and did receive the President's signature.

**GS 8:** Today America is a pluralistic society in which persons still argue about who is really "American" and what "Americanism" is.

A. A "pluralistic society" is one in which

B. An "American" is

C. "Americanism" is

# IMMIGRANT MEN IDs - 1

## Open Information -- *may be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**GUNNAR EDUART: Scandinavian (m)**
**Open information:**
age = 33; strength = moderate; image = attractive and clean

**PETER KALM: Scandinavian (m)**
**Open information:**
age = 25; strength = weak; image = dissheveled

**WOLFGANG FAHRBARKER: German (m)**
**Open information:** age = 34; strength = weak; image = clean and neat but distracted, as if he's in "another world"

**CONRAD VON BRUEN: German (m)**
**Open information:** age = 57; strength = strong for man of his age; image = respectable businessman

**LEONARDO CAPONE: Italian (m)**
**Open information:** age = 42; strength = very strong; image = confident, powerful man who knows his way around in the world (wants to go to Chicago to raise his little son Alphonse) but has a strange-looking rash on his hands

**VITO FLORENCIANO: Italian (m)**
**Open Information:** age = 39; strength = strong; image = dirty, tattered clothing, unkempt hair, bookish radical

# IMMIGRANT MEN IDs - 2

## Open Information -- *may be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**LEOPOLD SCHICK: Russian (m)**
**Open information:** age = 46; strength = weak and growing progressively weaker; image = forceful man used to having people do what he says

**NIKITA KOZLOV: Russian (m)**
**Open information**: age = 38; strength = powerfully strong; image = a man who knows soil, sun, air, weather, animals

**ALEXANDER BELLMOTSKI: Polish (m)**
**Open information:** age = 37; strength = weak; image = man who knows how to do skilled tasks with his hands

**FREDERICK KOSCIUSKO: Polish (m)**
**Open information:** age = 44; strength = moderately strong; image = a kindly priest

**ALEXANDROS ZORBA: Greek (m)**
**Open information:** age = 33; strength = moderately strong for a man with a bad back; image = a person who has worked hard all his life and looks 15 years older than his 33 years

**PLATO ARISTOPHANES: Greek (m)**
**Open information:** age = 29; strength = average; image = pampered son of rich man

# IMMIGRANT MEN IDs - 3

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

### GUNNAR EDUART: Scandinavian (m)

**Closed information:**

health = never sick; education = college; character = in trouble with law once; wealth = $300; political leanings = monarchist; religion = agnostic

### PETER KALM: Scandinavian (m)

**Closed information:**

health = generally healthy; education = college, medical degree; vocation = medical doctor; character = never in trouble with law... speaks out in behalf of the poor and downtrodden; wealth = none; political leanings = socialist; religion = atheist

### WOLFGANG FAHRBARKER: German (m)

**Closed information:** health = hasn't taken care of himself... too many nights up late working on mus;c, smoking, drinking; education = 25 years of schools, colleges, music conservatories; character = never in trouble with law... has reputation of being a fine musician; wealth = $13; political leanings = democratic; religion = Catholic

### CONRAD VON BRUEN: German (m)

**Closed information:** health = excellent; education = 11 years; vocation = started as apprentice, became a skilled worker, eventually became partner in successful business, decided to come to America when partner died; character = ruthless businessman but no one has found evidence that he has broken the law; political leanings = monarchist; wealth = $23,500; religion = Lutheran

### LEONARD CAPONE: Italian (m)

**Closed information:** health = excellent except for rash problem; education = 3 years, literate; vocation = shopkeeper; character = appears to be reputable person but is linked with criminal elements in both Italy and Sicily... rumored to have been involved in several murders and beatings; wealth = $41,000; political leanings = monarchist; religion = Catholic

### VITO FLORENCIANO: Italian (m)

**Closed information:** health = satisfactory except that during processing he is to have a broken arm in a sling while fighting on board ship that grew out of a political argument; education = 9 years plus heavy reading and writing due to his fanatical interest in politics; vocation = skilled laborer; character = known as an ardent communist inspired by the ideas of Marx and Engels... has a long history of rabble-rousing among the workers in and around Rome; wealth, none; he gives away all his earnings beyond subsistence to those poorer than himself; political leanings = communist; religion = atheist

# IMMIGRANT MEN IDs - 4

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

### LEOPOLD SCHICK: Russian (m)

**Closed information**: health = tries hard to hide his angina pectoris, which is threatening his life; education = tutors, music conservatories throughout Europe; vocation = composer and symphonic conductor, but involved in several scandals that necessitated his leaving St. Petersburg; character = divorced... involved with daughters of high political figures; wealth = $178: political leanings = apathetic; religion = agnostic

### NIKITA KOZLOV: Russian (m)

**Closed information:** health = excellent; education = none, illiterate; vocation = serf—he's worked with animals and the earth since he was 3; character = exemplary... the kind of man other men naturally follow; wealth = $13; political leanings = anti-czar and pro-democracy; religion = Russian Orthodox

### ALEXANDER BELLMOTSKI: Polish (m)

**Closed information:** health = satisfactory; education = 5 years supplemented by intensive reading about machines and inventions; vocation = inventor; character = never in trouble with the law; wealth = none, although he is carrying an invention into the country inside his head -- memorized; political leanings = democratic; religion = atheist

### FREDERICK KOSCIUSKO: Polish (m)

**Closed information:** health = good; education = college; vocation = former coal miner who went away to college to become a priest; character = a man with a checkered past—killed a fellow miner in a brawl, spent 10 years in prison, underwent a religious conversion, studied for the priesthood, now wants to follow the many Poles to America to start a new life here among the Polish coal miners; wealth = none; political leanings = democratic; religion = Catholic

### ALEXANDROS ZORBA: Greek (m)

**Closed information:** health = injured his back severely 7 years ago and now is continually stoop shouldered; education = 4 years, off and on, in his little sea-coast village, but he can barely read and write; vocation = fisherman who lost his fishing boat during severe storms a few months ago; character = jailed twice for knife-fights but no evidence that he has ever killed anyone; wealth = none; political leanings = passionately democratic; religion = Catholic

### PLATO ARISTOPHANES: Greek (m)

**Closed information:** health = good; education = 5 years; vocation = has worked with his father, a successful businessman... has been given money to come to America with his uncle to start a branch of his father's rug business in New York City; character = never in trouble with the law; wealth = $15,000; political leanings = monarchist; religion = Greek Orthodox

# IMMIGRANT WOMEN IDs - 1

## Open Information -- *may be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**HANKELENE VARSA: Scandinavian (f)**
**Open information:**
age = 79; strength = weak; image = neat but one foot in the grave

**PIRKKO ERICSON: Scandinavian (f)**
**Open information:**
age = 18 strength = strong; image = clean, neat

**RACHEL STEINMETZ: German (f)**
**Open information:**
age = 33; strength = weak from recurring illnesses; image = fiery-eyed radical who possesses sharp tongue and overpowering intelligence

**GILDA BRUUN: German (f)**
**Open information:** age = 29; strength = moderately strong; image = clean and neat

**MARIA MILANO: Italian (f)**
**Open information:** age 88; strength = weak; image = withered old lady barely alive

**SOPHIA FERRARI: Italian (f)**
**Open information:** age = 22; strength = strong; image = attractive young lady

# IMMIGRANT WOMEN IDs - 2

## Open Information -- *may be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**NATASHA BEZUHOV: Russian (f)**
**Open information:** age = 35; strength = strong; image = energetic peasant

**MARYA BOLKNOSKY: Russian (f)**
**Open information:** age = 20; strength = weakened at moment by pregnancy in the eighth month; image = clean and neat but overburdened somewhat by motherhood

**MARINA PIATKOWSKI: Polish (f)**
**Open information:** age = 18; strength = strong; image = a bright, lively, young girl

**MARY MIECZISLAWSKI: Polish (f)**
**Open information:** age = 34; strength = strong; image = peasant woman who enjoys children, farming, animals, work, life

**JOSEPHINE ROCHE: Greek (f)**
**Open information:** age = 27; strength = average; image = fairly clean

**ALEXANDRA REMBIENSKA: Greek (f)**
**Open information:** age = 55; strength = weak; image = tired peasant woman who has experienced too much of life and is about worn out

# IMMIGRANT WOMEN IDs - 3

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**HANKELENE VARSA: Scandinavian (f)**

**Closed information:**

health = sickly (currently has a racking cough); vocation = housewife for 61 years but now a widow with no saleable skills; education = illiterate; character = arrested three times for stealing food; wealth = no money; political leanings = apathetic; religion = Protestant

**PIRKKO ERICSON: Scandinavian (f)**

**Closed information:**

health = excellent; vocation = skilled seamstress; education = no formal education but taught herself to read and write; character = strong and opinionated... had illegitimate child and was admonished by her church... has since married; political leanings = democratic; religion= Protestant

**GILDA BRUUN: German (f)**

**Closed information:** health = superb... never been sick a day in her life; education = 9 years: vocation = skilled worker; character = never in trouble with the law; political leanings apathetic; wealth = poor; religion = Lutheran

**RACHEL STEINMETZ: German (f)**

**Closed information:**

health = has had battles with tuberculosis; education = little formal education but self-educated with help of her intellectual husband; character = never in trouble with the law but her husband was executed as an anarchist who had tried to bomb a political leader; political leanings = anarchist; wealth = none; religion = Jewish

**MARIA MILANO: Italian (f)**

**Closed information:** Health = arthritis problem... no longer the strong mother she once was... near death... picked up some kind of fever on the ship; education = none, illiterate; vocation = widow... former housewife, mother of 11 ... has come to America to be with her 9 living children who immigrated here during the last 15 years; character = never in trouble with the law; wealth = none; political leanings = apathetic; religion = Catholic

**SOPHIA FERRARI: Italian (f)**

**Closed information:** health = excellent; education = 9 years; character = questionable... has been married twice but both her husbands have been murdered by jealous men... decided to migrate to America for new start; vocation = none; wealth = $10; political leanings = apathetic; religion = Catholic

# IMMIGRANT WOMEN IDs - 4

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

### NATASHA BEZUHOV: Russian (f)

**Closed information:** health = excellent; education = none, illiterate; vocation = peasant's wife, mother of 7, hard worker in house and fields; character = never in trouble with the law; wealth = $2; political leanings = anti-Czar; religion = Russian Orthodox

### MARYA BOLKNOSKY: Russian (f)

**Closed information:** health = generally good except for hearing problem (During processing ask persons to repeat what they say... or see that they speak a little louder to insure that you can understand their words); education = 7 years, literate and relatively well-read, considering the isolation of her home village; vocation = mother of 4 with fifth child less than 3 weeks from delivery; character = was in trouble with the czar's soldiers at one time when they suspected her (correctly) of writing on village walls slogans that insulted the czar; wealth = $13; political leanings = democratic since she first read about voting in America; religion = agnostic

### MARINA PIATKOWSKI: Polish (f)

**Closed information:** health = good; education = 6 years plus extensive vocal music lessons for which her family sacrificed a great deal; vocation = none at the moment—she wishes to avoid marriage in order to continue studying for her musical career... some day she wants to sing at the Metropolitan Opera in New York City; character = exemplary; wealth = $134 her family sent with her so that she could get her start; political leanings = apathetic; religion = Catholic

### MARY MIECZISLAWSKI: Polish (f)

**Closed information:** health = excellent; education = none, illiterate; vocation = housewife and mother of 4; character = never in trouble with the law... has worked hard to save sufficient money so that whole family can come to America; wealth = $6; political leanings = democratic; religion = Jewish

### JOSEPHINE ROCHE: Greek (f)

**Closed information:** health = good; education = 9 years; vocation = helped her husband with his candy store; character = excellent... coming to America with her 2 children after her husband died; wealth = $1,300; political leanings = democratic; religion = Greek Orthodox

### ALEXANDRA REMBIENSKA: Greek (f)

**Closed information:** health = arthritis problem and a mental health problem (she has trouble remembering things very long — during Ellis Island processing the person must suddenly "wander off" in mid-sentence when answering officials' questions; education = none, illiterate; vocation = wife and mother of 7, worker in the fields with her family; character = never in trouble with the law; wealth = none, family spent everything to get to America; political leanings = democratic; religion = Catholic

# WOMEN PROCESSORS

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**Arno Sorenson (f)**

You are a devout Scandinavian Lutheran housewife married to a doctor at Ellis Island. You both are happy you came to America 12 years ago. You believe America is a wonderful place because it has fulfilled all your dreams, but you are a little frightened by the number of illiterate, Catholic Southern Europeans who are pouring into the country. You wonder if they will tarnish the American Dream. *(During the Ellis Island simulation you will likely play the role of a doctor at the Health Station.)*

**Hilda Brunstedt (f)**

You are German Catholic housewife married to a Background Station processor at Ellis Island. You and your husband arrived at Ellis Island 15 years ago and are raising nine children to be "good Americans" tolerant of everyone. *(During the Ellis Island simulation you will likely play the role of a Background Station processor.)*

**Loretta Piranini (f)**

You are Italian Catholic housewife married to a Vocation Station processor at Ellis Island. You and your husband arrived at Ellis Island 25 years ago, raised 12 children, and now love being grandparents already to five grandsons and six granddaughters. *(During the Ellis Island simulation you will likely play the role of a Vocation Station processor.)*

**Catherine Trotsky (f)**

You are Russian agnostic housewife married to a Character Station processor at Ellis Island. You and your husband are worried about events in Russia where many of your relatives have been unable to escape the oppressive life there. You hope a revolution will shake your Motherland soon. *(During the Ellis Island simulation you will likely play the role of a Character Station processor.)*

**Ellen Pollack (f)**

While you lived in Poland, you were a young peasant woman with no real opportunity for a better life. Then you left your village and sailed to America where you married an older Polish widower who was a devout Jew. You accepted the Jewish faith and gave birth to five children. Your husband works at Ellis Island in a responsible position: he is a Character Appeals and Health Appeals Officer. *(During the Ellis Island simulation you will likely play the role of a Character Appeals and Health Appeals Officer.)*

**Theodosia Callicrates (f)**

You escaped an oppressive family life in Greece when you were 18. (Your uncle was the "hook" in America who agreed to pay your passage to the New World. On board ship you met a young handsome Greek whom you married after arrival in America. When you are not mothering your seven children and being a dutiful wife, you work a few hours each day in your uncle's candy shop. Your husband is a Loyalty Oath official at Ellis Island. *(During the Ellis Island simulation you will likely play the role of a Loyalty Oath official.)*

# MEN PROCESSORS

## Closed Information -- *not to be shared*

*(Duplicate 1 copy and cut IDs apart.)*

**Thor Heyeram (m)**

You left Scandinavia because you wanted a more adventurous life where you could speak your mind. In America you married a delightful Swedish girl with flaxen hair and sea-blue eyes. Your family has prospered, and you love to write letters to your relatives still in Norway, letters fervently urging them to come to a free land where you can say anything you want and your children can be anything they want to be — if they will only work hard. Why look at your son August who is attending Columbia University Medical School. Soon he will be a doctor! You work at Ellis Island at the Deportation Station, where your loud voice and oak-like body help you keep order if deportees become obnoxious.

**Karl Streicher (m)**

You left Northern Germany 15 years ago with your mother and five brothers and sister. In America you joined your father, who was the "hook" who had earned the money to bring his family to join him in this fabulous free land. All the Streichers have succeeded in America, creating prosperous businesses or working for the government as you do. At Ellis Island you head the Character and Appeals Station, where your sharp, piercing eyes and intimidating manner can ferret out the truth — at least the truth as you interpret it. Lately you have been horrified because too many illiterate Catholics and conniving Jews are entering America. You seriously doubt whether such persons can fit into this country.

**Antonioni Popolini (m)**

Eighteen years ago you worked your way across the Atlantic by doing menial hand labor aboard a dirty immigrant ship. Arriving in America, you married a Catholic whom you call "My angel." Together you have had nine children. You have worked at the Loyalty Oath Station at Ellis Island for the last nine years. How you love to administer the Loyalty Oath to others who have made it to America. You always try to speak to as many new Americans as you can, pointing out "All my children are going beyond their father. I am so proud. America is what the whole world should be."

**Nikola Medvedev (m)**

Since the soldiers of the czar were continually threatening your family's life in Mother Russia because you were devout Jews, you worked hard and earned your medical degree with plans to lead your family to America. In a few years you had enough money to bribe several key officials. You successfully emigrated to America with a wife, three children, and your aged mother and father. Once in America the government happily hired you to process immigrants as a doctor at the Health Station. Your knowledge of four European languages helps you communicate with the immigrants every day.

**John Lemanski (m)**

You left Europe 14 years ago because you saw no future in just remaining an exhausted laborer breaking the tough sod of Poland. A relatively wealthy shopkeeper who was leaving your village with Mary, his shy, plain daughter, agreed to pay your passage to America if you married his daughter. You agreed and soon found that Mary what you senses about Mary was true—she was a glowing woman who only needed to escape a dominating father. In the New World you and Mary have a large family. You are not wealthy, but your job as a Character Station official at Ellis Island is satisfying. Each night you return home and talk with your children about how they love to go to school. And it is free for everyone. What a country!

**Aristotle Pegas (m)**

You are particularly proud of your first name. How you *love* to read books. In your homeland of Greece you felt your freedom to think and speak was denied. What had happened to your homeland's glory of two centuries before? You saved enough money to book passage to America and arrived in 1890, ten years ago. Now you work at Ellis Island in the Vocation Station where you check on the ability of potential Americans to get a job so they can support themselves in a new country. You love the intellectual excitement of New York City with its fine libraries, its cultural life, and its tangled city politics. You belong to several cultural and political groups and never regret that you left Greece a decade ago.

# IMMIGRANT CHECKLIST - 1

**Directions:** Neatly print your student name in space #3. The officials at the various stations will fill in the other spaces as you progress through Ellis Island.

1. _____ (immigrant name) 2. _____ (country)

3. _____ (student name) 4. _____ (age) 5. _____ (sex) 6. _____ (marital status)

**Station 1—Background:** (5 points possible; 5 points needed)

Give the immigrant 5 points when # 1-6 above are all in order.

POINTS

_____
Station 1 official

**Station 2—Vocation:** (14 points possible; 5 points needed)

Miscellaneous comments:

| | | |
|---|---|---|
| 1. last job: | (1) | _____ |
| 2. job held how long: | (1) | _____ |
| 3. grade school: | (1) | _____ |
| 4. high school: | (1) | _____ |
| 5. college: | (2) | _____ |
| 6. trade: | (2) | _____ |
| 7. skill: | (1) | _____ |
| 8. references: | (1-3) | _____ |
| 9. children: | (1) | _____ |

POINTS

_____
Station 2 official

**Station 3—Character:** (18 points possible; 8 points needed)

Miscellaneous comments:

| | | |
|---|---|---|
| 1. jail: | (4) | _____ |
| 2. divorced: | (2) | _____ |
| 3. atheist-agnostic: | (2) | _____ |
| 4. political parties: | (2) | _____ |
| 5. psychiatric care: | (2) | _____ |
| 6. at least $30: | (4) | _____ |
| 7. exiled: | (2) | _____ |

POINTS

_____
Station 3 official

GATEWAY 53

# IMMIGRANT CHECKLIST - 2

student name _____ immigrant name _____

## Station 4—Health: (20 points possible; 10 points needed)

The doctor's comments and signature:

I (_____) this person
approve/disapprove
for immigration into the United States of America.

Medical reason for rejection (if any):

_____ M.D.

| | | |
|---|---|---|
| 1. speech: | (1) | _____ |
| 2. eyes: | (1) | _____ |
| 3. hearing: | (1) | _____ |
| 4. arthritis: | (1) | _____ |
| 5. skin ... rash: | (1) | _____ |
| 6. mental illness: | (1) | _____ |
| 7. physical handicaps: | (2) | _____ |
| 8. diphtheria: | (1) | _____ |
| 9. whooping cough: | (1) | _____ |
| 10. tetanus: | (1) | _____ |
| 11. German measles: | (1) | _____ |
| 12. typhoid: | (1) | _____ |
| 13. yellow fever: | (1) | _____ |
| 14. physical strength: | (1-5) | _____ |
| 15. communicable disease: | (1) | _____ |

**POINTS** [ ]

## Clearance Station:

Fill in points and send immigrant on to Loyalty Oath Station, Deportation Station, or appropriate Appeals Station.

| | | |
|---|---|---|
| Station 1: | _____ | 5 required |
| Station 2: | _____ | 5 required |
| Station 3: | _____ | 8 required |
| Station 4: | _____ | 10 required |
| Doctor's approval: | _____ | Yes required |

___ or sent to Character or Appeals Station

___ or sent to Health Appeals Station

_____
Clearance Station Official

## Character Appeals Station:

Decision by Appeals Judge and his/her signature: _____

## Health Appeals Station:

Decision by Appeals Judge and his/her signature: _____

## Deportation Station:

The attached DEPORTATION FORM signifies that the above person is to be deported from the United States of America within 24 days.

_____
Clearance Official
_____ ___, 1900 Ellis Island, New York

## Loyalty Oath Station:

The attached LOYALTY OATH signifies the admission of the above person into the United States of America as of today.

_____
Clearance Official
_____ ___, 1900 Ellis Island, New York

# LOYALTY OATH

I hereby declare on oath that I absolutely and entirely renounce all allegiance to any foreign prince to whom I have been subject. I also absolutely and entirely renounce all allegiance to any state or country in which I have been a citizen. I will with all my power and might support and defend the Constitution and laws of the United States of America against all enemies foreign or domestic. I accept this obligation freely without any purpose of evasion.

## Clearance Points Earned:

| | | | |
|---|---|---|---|
| Station 1: Background | (5) | _____ | * |
| Station 2: Vocation | (5) | _____ | |
| Station 3: Character | (8) | _____ | |
| Station 4: Health | (10) | _____ | |

**POINTS**

(28)

* = points needed for clearance
** = check carefully for doctor's approval

Clearance Official: _____

Immigrant: _____

Ellis Island, New York _____ _____, 1900

(Attach this LOYALTY OATH to the IMMIGRANT CHECKLIST sheet.)

# DEPORTATION FORM

Full name of deportee: _____
last first middle

Date of arrival: _____ _____, 1900

To be returned to country of origin _____ no later than 24 days after the signing of this DEPORTATION FORM.

Full description of deportee:

Birthdate _____ Age _____ Sex _____ Race _____

Height _____ Weight _____ Skin color _____ Hair color _____

Eye color _____ Distinguishing features (if any) _____

## Clearance Points Earned:

| | | |
|---|---|---|
| Station 1: Background | (5) | _____ * |
| Station 2: Vocation | (5) | _____ |
| Station 3: Character | (8) | _____ |
| Station 4: Health | (10) | _____ |
| | **POINTS** | |
| | (28) | |

* = points needed for clearance as well as the doctor's approval

Clearance Official: _____

Immigrant: _____

Ellis Island, New York _____ _____, 1900

(Attach this DEPORTATION FORM to the IMMIGRANT CHECKLIST sheet.)

# THE *RESPONDING* NOTE-TAKING PROCESS

## Several principles

1. **"Writing is a way of learning."** Besides being a way of communicating, writing is also a way of learning and reasoning. Using *Responding* will help you reinforce areas of understanding and identify areas of confusion as you write about activities both inside and outside class.

2. **"Pride in writing ..."** If you carefully follow this process, you will gain pride in becoming a better learner. This pride will motivate you to become more interested in writing and learning as well as in the subject you are studying. For perhaps the first time you will look at yourself as a learner, not as a producer of isolated exercises.

3. **"Teachers responding to you ..."** This responding process will also likely cause your teachers to change their viewpoint of you. Instead of thinking of you as a successful or unsuccessful "test-taker" who simply repeats what he or she has learned, they often become fascinated with how you learn. They find out much about you and their subject areas by observing what happens to you and the whole class while all of you are discovering ideas, questioning concepts, and expressing opinions — all through writing. Thus, *Responding* note-taking focuses your teachers' attention on you as a learner; they become very interested in how you do and do not learn and how you might be taught to learn better through writing.

*You will enjoy using **Responding**.*

*Not only will it help you learn. It will also help you discover and express your feelings about the ideas you are studying during this unit.*

## What you will need

1. a 3-ring notebook with a section tab labeled with the name of this course
2. plenty of 3-hole paper placed after the tab
3. several writing pens (dark ink) and possibly hi-lighting pens (yellow and other colors)
4. a manila course folder which you label with the name of this course

On the back of this sheet you will see a brief explanation of how you take two kinds of notes and then file them in your course folder when this unit ends.

# How and where you take notes ...

Responding uses a facing-entry notebook system. You take **IRs** and **RRs** so that you can later produce **ARs**. Sounds confusing? It really is relatively simple.

RR-1 2/7/91

Title

**2**

The second step is to *make* **R**eflective **R**esponse notes.

1. Write these RRs on the back of a sheet of paper (actually on the back of a cover sheet or a previous IR).
2. Number each RR you write. Also include the date you write each RR.
3. Your teacher will recommend a pattern for you to follow while you write these notes.
4. If you are absent, you may not use other students' RRs while writing you own. Why? RRs are *personal* responses you make to the information and ideas you are studying.

2/6/91 IR-1

Title

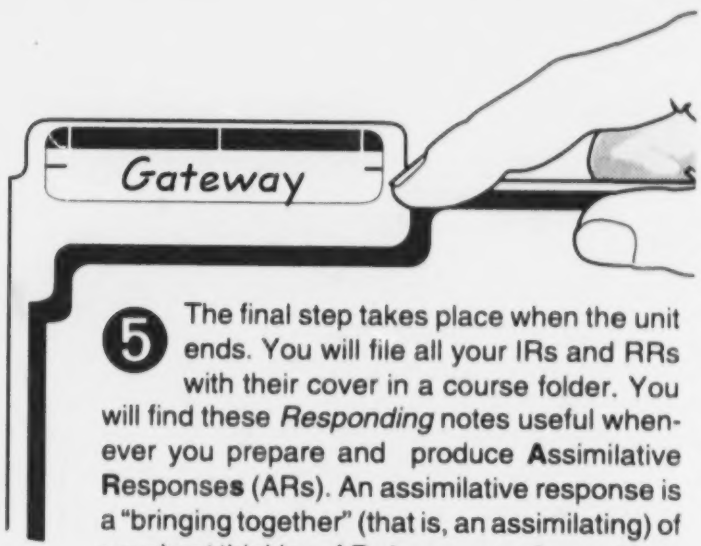
**1**

The first step is to *take* **I**nitial **R**esponse notes.

1. Write these IRs on the front of a sheet of paper.
2. Number each IR you write. Also include the date ypu write each IR.
3. Your teacher will recommend a pattern for you to follow while you write these notes.
4. If you are absent, you can check with a classmate and use his/her notes to help you write your own IR notes on the classroom experience you missed.

**3** The third step is to make a cover sheet for the unit you are studying. Put the name of the unit, your name, the subject's name, your teacher's name. On the back side of this cover sheet you will write RR-1.

**4** Later in the unit or the couse you will do Step 4. You will write **A**ssimilative **R**esponse**s** (ARs). See the explanation at the right.




**5** The final step takes place when the unit ends. You will file all your IRs and RRs with their cover in a course folder. You will find these *Responding* notes useful whenever you prepare and produce **A**ssimilative **R**esponse**s** (ARs). An assimilative response is a "bringing together" (that is, an assimilating) of your best thinking. ARs have many forms. Here are a few examples: speeches, compositions, essay and object exams ...

# IMMIGRATION LETTER

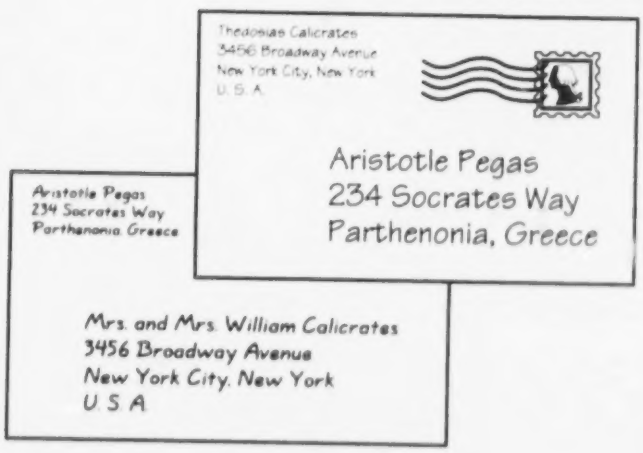
Imagine you are a modern historian working to make sense out of the human stories of the millions of persons who immigrated to America by choice. You find yourself reading a thick file of letters immigrants wrote in the late nineteenth and early twentieth centuries before and after arriving in America. What do you find? Are these early Americans' dreams and disappointments similar to those of the persons today who are working and literally dying to get to America and then to survive after they arrive? *Does such research help you understand any idea that just might best explain the meaning of our country?*

Around 1900 our nation truly was an open door, a gateway to a new life. Immigrants rushed to the deck of their ships entering New York City's harbor. They held up their children or helped their elderly grandparents reach the ship's railing. Everyone leaned forward in order to study more keenly the Statue of Liberty, whose torch had beckoned to the "tired, huddled masses yearning to be free" since her dedication in 1886.

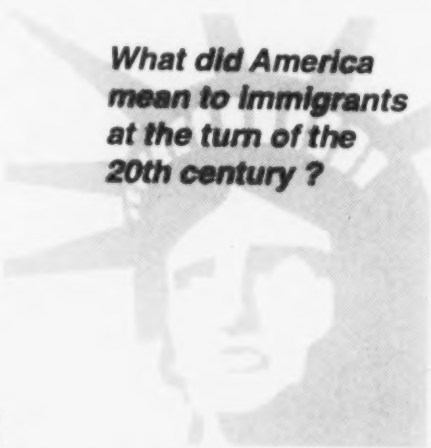
*Here is an opportunity for you to be both scholarly and creative!*

What do such early letters to and from America contain? When immigrants agonized about leaving, what did they most hate to leave? Of course, letter writers wrote about their dreams. As they turned their eyes to America's supposed "golden door," what did they imagine they were going to find? Were expectations grounded in reality or resting on shimmering myths? Their friends and relatives wrote letters back to them in their old language as well as in fractured English. They even included photographs. Imagine the impact of such words and pictures on family members left behind in little villages that had changed little in centuries.

In this project you are going to write either a **Letter to the New World** or a **Letter to the Old World**. Those of you who are role playing immigrants at Ellis Island simulation will write the former; those of you who are role playing processors at Ellis Island will write the latter.




***What did America mean to immigrants at the turn of the 20th century ?***



## General directions for everyone:

1. Your *pre-writing* should cover at least half a page.
2. Your teacher will tell you the letter's minimum length.
3. Above all, strive for *verisimilitude*, the quality of seeming real. Verisimilitude happens when you write or speak details that make clear pictures in a reader or listener's mind.
4. Your letter will likely receive a bonus if it includes details written on your GSs 1-8 note sheets.
5. *Optional:* "Age" your paper. You can achieve this effect if you do the following:
    a. Chose a quality bond paper.
    b. Use a dark, black ink.
    c. Iron the paper with a regular iron you use at home on your clothing. To keep from burning your letter, place another sheet of paper on top of it and start by ironing *carefully* at a low heat. Eventually your letter will "age" by becoming yellowish brown or brown.

*Dear Aristotle, I received your letter only yesterday. In it you told me how you are dreaming of coming to America ...*

## Specific directions for immigrants:

1. Write your **Letter to the New World** to a friend or relative who is already in America.
2. Include these details:
    a. the date
    b. your name and reference to some of the *open information* you received
    c. information about your current life (family ... work ... problems)
    d. questions you would like your friend or relative to answer
    e. any other details you would like to include
    f. the dream for your new life in the New World

## Specific directions for processors:

1. Write your **Letter to the Old World** to a friend or relative who has written questions to you earlier about your life in the New World.
2. Include these details:
    a. the date
    b. your name and address in New York City
    c. reference to your job ... ***Note:*** *You arrived in America ten to fifteen years ago. You (or your husband) now work as a government official who helps process or reject immigrants at Ellis Island. If you are a woman, spend some time describing your husband's work but more time describing your daily life as a mother and wife.*
    d. how America has or has not lived up to the dreams you had when you came to America at about age 18 to 20
    e. how you feel about your friend or relative coming to America

# IMMIGRATION BILL SURVEY

**Directions:** For each of the 10 items, indicate whether you **S**trongly **A**gree, **A**gree, have **N**o **O**pinion, **D**isagree, or **S**trongly **D**isagree by circling the appropriate bold ink initials prior to each item.

**SA A NO D SD** 1. Anyone who has a health problem or who has had a health problem which might recur should not be allowed to immigrate into the U.S.A.

**SA A NO D SD** 2. Anyone who has ever had a mental health problem should be excluded from being allowed to immigrate into the U.S.A.

**SA A NO D SD** 3. Immigrants entering the U.S.A. should be able to read and write their own language.

**SA A NO D SD** 4. Immigrants entering the U.S.A. should be able to read and write basic English on at least the sixth grade level.

**SA A NO D SD** 5. Immigrants entering the U.S.A. should have at least $1000 cash to tide them over until they get established.

**SA A NO D SD** 6. Immigrants entering the U.S.A. should be Protestant or Catholic Christians or Hebrews. Persons having no religious faith or professing atheism should be excluded from admission to the U.S.A.

**SA A NO D SD** 7. The number of immigrants admitted to the U.S.A. each year from a given country should be in proportion to the per cent of the American population that this country has supplied in the past. That is, if 50% of the population and their ancestors came from England, then 50% of the immigrants entering America in a certain year could be English.

**SA A NO D SD** 8. Only immigrants who believe in democracy and a representative government should be admitted to the U.S.A.

**SA A NO D SD** 9. Any immigrant found to have a criminal record for any offense should be excluded from admission to the U.S.A.

**SA A NO D SD** 10. Only immigrants possessing a skill needed in the U.S.A. should be admitted to our country.

**Scoring:** Once you have finished filling out this SURVEY, use the scale your teacher places on the chalkboard to score it.

# CONGRESSIONAL HEARING

You are now going to simulate a Congressional Committee hearing on various immigration bills. These bills propose everything from an almost "open" immigration policy to a very restrictive immigration policy; the bills represent actual attempts by various factions in our history to influence immigration legislation.

The class will form into seven groups: six will act as factions, each promoting one of the various proposals listed in the "Proposed Immigration Law" section below; one will act as a Congressional Committee that considers arguments on the proposed immigration legislation.

This Committee will then decide what immigration policy is best for America at this time in her history. Members will make this decision under the pressure of having to win reelection following the announcement of their decision. The specific directions for this committee and the lobbying groups are given below.

*Consider talking over this assignment with friends, neighbors, and family members while you are outside class. You will find their viewpoints interesting and helpful as you and your activity group members prepare for the congressional hearing. Ask each person which of the Proposed Immigration Laws on page 64 they would support if they had a chance to vote. Also ask them to tell you why.*

## Directions for Congressional Committee

1. During your first meeting, elect one member to be your chairperson.
2. While the lobbying groups are preparing their arguments, first study the **Proposed Immigration Laws** on page 64. Then review any background material provided by your instructor. Do not, however, confer with other committee members about specific legislation at this time. Instead, work independently, doing as much reading as time allows.
3. After the lobbyists have prepared their bills, help your teacher rearrange the room into a "hearing chamber" with your committee seated in front and the others seated as an audience. Set up a lectern or a reversed school desk at one side of the front of the room, half-facing the audience and half-facing the committee. Speakers will use this while making presentations for their factions.
4. After everyone is seated, the chairperson should then ask all to rise and follow him/her in repeating the Pledge of Allegiance.
5. The chairperson then asks all persons chairing factions to come forward to turn in their BILL FORMS. The Chairperson then makes up an agenda listing these bills in the order he/she wishes them to be considered.
6. Following this agenda, the chairperson then asks each faction to present its arguments. Following each presentation, committee members may ask questions of faction members, but no questions are permitted from the audience until all presentations have been completed.

7. Once all presentations have been made, the chairperson should open the meeting for public discussion using these rules:
   a. Allow no one to speak twice until all who wish to do so have spoken once.
   b. Do not allow one person in the audience to address another, but rather to direct all comments and questions to you. (This procedure prevents confusing floor debate.)
   c. Inform the audience before the public session begins that you have the power to fine 1 to 3 grade points and can, if necessary, have the legislative counsel (i.e., your teacher) remove persistent violators from the chamber.
8. Close the public session at the end of the time allowed by your teacher and "recess" the committee for 10 minutes. This recess gives committee members an opportunity to talk individually with audience members.
9. Reconvene your committee and begin its executive session in which *only committee persons may speak*. Explain to them before starting deliberation that they may make certain motions. Titles and examples of such motions are given immediately below.

**Original motion:**
"Mr./Ms. Chairperson, I move that BILL #1 be passed as written."

**Motion to amend:**
"Mr./Ms. Chairperson, I move that BILL #1 be changed to read..." (State your change.)

**Motion to table:** "Mr./Ms. Chairperson, I move that BILL #1 be tabled." (Takes 2/3 vote and sets motion aside to be recalled later, if time and 2/3 agree.)

**Motion to end debate:** "Mr./Ms. Chairperson, I call for the question." (Majority vote ends debate. A vote on question must be taken immediately.)

**Motion to ask a question about procedure:** "Mr./Ms. Chairperson, I rise to a point of order." (Then ask question of chairperson or legislative counsel/parliamentarian.)

Also explain that each committee member will be up for reelection following this deliberation. Members not reelected will lose one full letter grade for the activity.

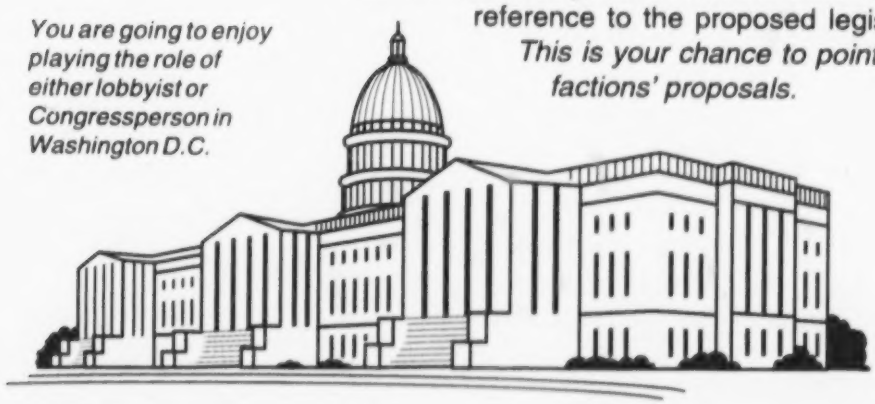
10. Start deliberation, making sure all follow correct parliamentary procedure as outlined above. All motions require a "second" and 4 of 6 votes to pass. The chairperson always votes. A tie vote is considered a DO NOT PASS vote.

11. Following the final vote, have all members of the audience and all committee members take a half-sheet of paper and write on it the names of members they feel should be reelected because they have performed competently. (If your teacher has previously prepared a ballot for you, place an X by members' names whom you wish retained.) All members receiving at least 51% approval of the number voting are considered reelected.

## Directions for lobbying groups (factions)

1. Elect one member as your chairperson. He/she will then conduct a discussion among you on the specific proposal given your group. (See **Proposed Immigration Laws** section below for your group's proposal.) The chairperson will also review with you the BILL FORM your group will have to fill out and give to the chairperson of the Congressional Committee. (See **Bill Form** on page 65.)
2. Your chairperson should assign to individual members the various parts of the bill you must write. Each member then must find examples, incidents, facts or quotations which will justify his/her part and must orally present this justification at the Congressional Committee Hearing.
3. Before the hearing begins, the chairperson will give a written copy of your bill to the committee chairperson and will be given a place on the agenda.
4. When your bill is called for presentation by the committee chairperson, your chairperson should rise, introduce himself/herself and give a general statement describing the bill. He/she will then introduce each member of your group who has been assigned a specific part to justify. This member will then rise, go to the lectern and make his/her presentation. After all parts have been justified, the chairperson closes the argument by strongly urging — or challenging as the case may be — the committee to adopt your faction's proposal. (You will likely receive a grade point bonus matching the degree you convince the committee to do as you ask.)
5. After each faction has given its argument, the committee chairperson will ask if anyone else in the audience wishes to speak in reference to the proposed legislation just presented. *This is your chance to point out flaws in the other factions' proposals.*

*You are going to enjoy playing the role of either lobbyist or Congressperson in Washington D.C.*



*Notice that these proposed laws are directly related to the IMMIGRATION SURVEY questions you responded to earlier.*

## Proposed Immigration Laws

All persons, whether committee members or lobbyists, should carefully study all five proposals. Lobbyists should concentrate on the proposal assigned your group and help your group fill out a **Bill Form** patterned after the model on page 65.

**Group 1:** A bill should be instituted allowing all immigrants who are healthy in body and mind to enter the U.S. as prospective citizens, regardless of national origin, up to 500,000 persons per year.

**Group 2:** A bill should be instituted requiring all immigrants before being admitted to the U.S. to pass a literacy test in English, in addition to having no mental or physical health problems, with 300,000 persons being admitted per year, regardless of national origin.

**Group 3:** A bill should be instituted requiring all immigrants to be literate in their own language, to show evidence of having attained a vocational skill, and to have at least $1,000 in U.S. currency or its equivalent in addition to having no mental or physical health problems, with 200,000 persons being admitted per year, regardless of national origin.

**Group 4:** A bill should be instituted requiring all immigrants to be healthy, to be literate, to have a vocational skill, to possess at least $1,000 and to be from a white, Protestant, European family background with an immigration quota so designed to allow citizens of Sweden, Norway, Denmark, Holland, Germany, and England to make up 80% of the 200,000 persons to be admitted and the remainder proportioned among the remaining European countries.

**Group 5:** A bill should be instituted requiring all immigrants to be healthy, to be literate, to have a vocational skill, to possess at least $1,000, and to show evidence of being strongly pro-democratic and anti-communist with immigration being allowed only from nations having political and economic systems similar to our own up to 100,000 persons being admitted per year.

**Group 6:** A bill should be instituted declaring a moratorium on all immigration for a period of five years.

***QUESTION:***

*Does your definition of **American** and **Americanism** influence in any way what you feel our national immigration policy should be in this decade ...*

**Bill Form** (example)

_____

(faction chairperson's name)

**• Bill Title:**
**Immigration Restrictive Policy**
(Copy the proposal given your group as you would like to see it written as law. Carefully avoid omitting any elements of the original proposal. The following is given you only as an example of the format you should follow.)

**Clause 1:** All immigrants admitted to the United States as permanent residents must be females under 30 years of age, must be blonde, must have blue eyes, and must weigh less than 130 pounds.

**Clause 2:** All immigrants must enroll in citizenship classes and become proficient enough in the English language to pass a literacy test within one year or be deported.

**• Justification:**
(List at least three reasons why this proposal would make sound immigration policy. Give an example, fact, incident and/or quotation for each reason. In parentheses after the argument, list the person's name who will be presenting this part of your argument. Follow the form of this example:

**Clause** ___ : (Give clause number and reason number. There may be more than one reason for each clause.)

**Reason** ___ : Immigrants should be able to read English in order to understand the various bills Congress and state legislatures consider. For example, a Spanish immigrant who couldn't read an English newspaper would have to rely on English-speaking friends to help him understand how to vote on some issue or why to vote for a particular man, and these friends might mislead him for their own benefit. ***(Jerry Zietzer)***

***Note:*** *Make certain each clause of the bill receives some justification with as many reasons backed by research and/or personal experience as you can jointly muster.*

*Organize your activity group carefully and all your group members will make stronger presentations before the Congressional committee ...*

# AMERICAN DREAM PROJECT

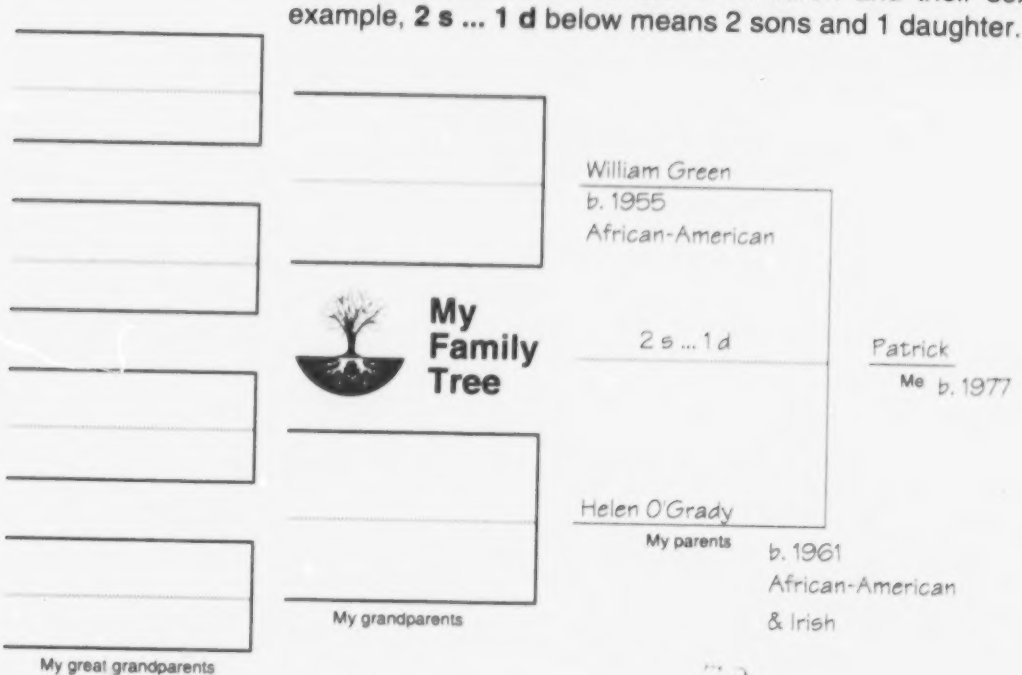
For several decades Studs Terkel has traveled endlessly across America with his tape recorder in hand. He gains persons' confidence, and they open their hearts and minds to his friendly, imaginative questions. Preparing for a recent book, Terkel talked with celebrities as well as typical next-door persons, asking them as we move to the end of this century, whether they believe in any kind of "American Dream" for themselves and those whom they love. He found the American Dream of 1900 still alive but altered, and gathering together his most perceptive interviews, he wrote an important book about our nation today, *The American Dream: Lost and Found.*

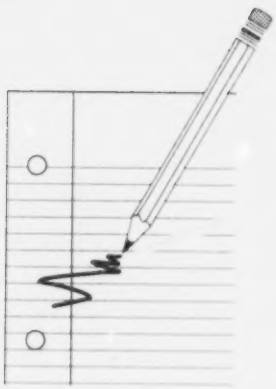
In this project you, too, will be contacting persons in your life about what their dreams have been, are, and may become in the years ahead. You will be particularly trying to find out how their dreams have been shaped because they live in our country. You will work both as an individual and as a member of a group.

*Below is a reduced sized sheet of the MY FAMILY TREE handout your teacher will give you to fill out during this AMERICAN DREAM PROJECT. (Notice how a few spaces have been filled in on this example for an imaginary person in your class.)*

## Individual activity

1. First your teacher will give you a copy of MY FAMILY TREE, a handout you will use to trace your family roots.
2. Ask family members (parent, step-parent, grandparent, aunt, or others) to help you fill in the FAMILY TREE's spaces as follows: Great grandparents, grandparents, parents, and you yourself go on the dark lines. Squeeze in birth and death dates, racial/ethnic backgrounds wherever you can — except on the dashed lines. On these lines place the number of children and their sex. (For example, **2 s ... 1 d** below means 2 sons and 1 daughter.)





3. As you are interviewing relatives, take brief notes on the answers you receive to questions you ask such as these:
    a. What does the phrase "American Dream" mean to you?
    b. What do you think this same phrase meant to certain of our ancestors?
    c. Should we close immigration to America?
    d. If we were to close immigration, will the American Dream be lost? That is, to keep persons "finding" the American Dream, must we always have immigrants entering our country?
4. Write a 3-5 page dialog between you and the most interesting person you interviewed. Use your notes to reconstruct only the most interesting parts of the dialog you had with this person.
5. ***Creative option:*** *If you feel writing #4 above would be either difficult or dull, consider writing an imaginary dialog between you and the most interesting relative in your FAMILY TREE. Try to capture the spirit of this relative and his/her American Dream.*

## Group activity

6. When you first join your activity group, all of you should share your dialogs. Either individually read them out loud to one another or hold a read around. (You pass them around the circle and silently read one another's work.)
7. Choose a leader for your activity group, which then must plan a 20-minute presentation for the whole class. All other activity groups in your class will also be planning presentations. The question unifying all group presentations is this: ***The American Dream: Are we losing it? Can it still be found?***
8. The 20-minute presentation should include the following:
    a. An introduction by one member.
    b. The most interesting portions of each member's dialog. These portions must be presented by two activity group members, with the author reading his/her questions and the other group member presenting the responses.
    c. Continuity by one member.
    d. A summary by one member in which the following are briefly covered: consensus or conclusions reached ... questions still unanswered.
    e. ***Creative option:*** *Group members may wish to role-play a brief scene from the life of one group member's ancestor as this person pursued his/her American Dream.*
9. If your teacher evaluates you on this AMERICAN DREAM PROJECT, your grade will likely be a blend of #2, #3, #4 and #8 above.

***Good luck!***

# My Family Tree

My great grandparents

My grandparents

My parents

Me





GATEWAY 68

# GATEWAY

**A simulation of immigration issues in past and present America**

SAMPLE

**Student Guide**

## Introduction

You are beginning a teaching unit in which you do not simply *talk* about American immigration history. Instead you vicariously experience how your ancestors *felt* when they decided to emigrate to this country and face its challenges and opportunities. Your teacher will decide the amount of time your class will spend in GATEWAY. Your minimal experience will be a core simulation in which you role-play either an immigrant or an immigration processor at Ellis Island in 1900.

For more than half a century Ellis Island contained New York City's federal immigration depot. There, up to 5000 immigrants were examined *daily* to see if they were to be admitted to our shores. Forever a part of American immigrational history, this island is a legendary "gateway" to the American Dream. Standing nearby, boldly holding up the lamp of freedom while looking down upon the New York harbor, is the Statue of Liberty, France's gift to America which was dedicated in 1886. After you experience this simulation, you will never again look at this statue's photo without remembering what is about to happen to you in the next few days.

## Enhancement Options

Depending upon the amount of time available, here are five options you and your classmates may experience during GATEWAY:

- **the Interact *Responding* note-taking process** You learn how to make personal notes about the actual notes you take in class.
- **an immigration letter** You write either a letter to an Old World relative from a 1900 New World immigrant ... or a letter to a New World relative from an Old World relative hoping to emigrate to America, "the Promised Land."
- **a 1920's immigration congressional debate** Should America have a "quota system" favoring national groups which entered America first?
- **a contemporary congressional hearing** What should be our nation's current immigration policy? Who should get to enter America *now*?
- **American Dream projects** You and other members of a study group will research and then dramatize stories of your own ancestors who came to America for a better life.

---

GATEWAY's three authors are Jay Mack, Paul DeKock, and Dave Yount, high school American history teachers in the greater San Diego area. They have written several simulations for **Interact** during their long teaching careers.

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# Ellis Island Simulation

## Immigrant Instructions - 1

### Introduction

During the ELLIS ISLAND core simulation you are to role-play a 1900 immigrant at Ellis Island. For more than half a century this island contained New York City's federal immigration depot where up to 5000 immigrants were examined daily to see if they were to be admitted to our shores. Forever a part of American immigrational history, Ellis Island is remembered as a main "gateway" to American opportunity. Standing nearby, holding up the lamp of freedom and looking down upon the harbor is France's gift to America, the Statue of Liberty, which was dedicated in 1886. As immigrants, you must endure processing through Ellis Island to see if you are worthy of admission to the America of the early 1900s.

### ID tag and IMMIGRANT CHECKLIST

1. Make an ID tag at least 7 by 10 inches in size. On its front print your name and other *open information*. Consider making your tag more colorful and interesting by adding appropriate colors (maybe your home country's flag) and anything else you feel is appropriate. Punch holes in this tag, add string or twine, and hang the ID tag around you neck.

*Make your name stand out so that it can be read from a distance.*

*Take pride in your Home country.*

*Use a drawing to reveal something about yourself.*

*Use color.*

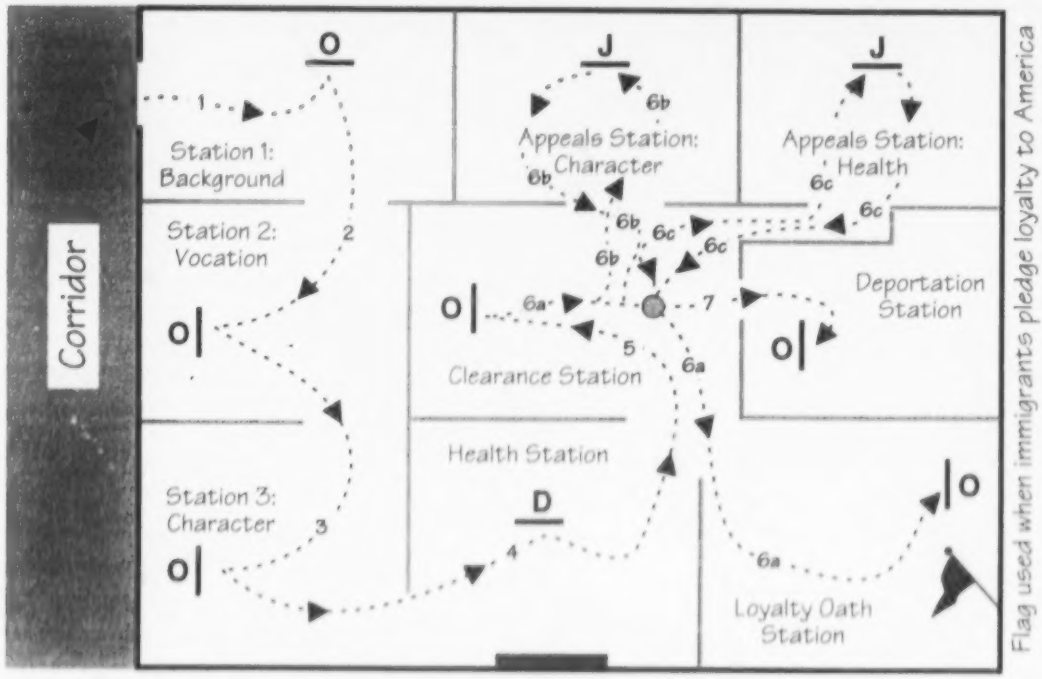
*Be as neat as possible.*

2. Examine the IMMIGRANT CHECKLIST you are to carry as you are processed at Ellis Island. *Carry it with you at all times.* It represents the official processing papers that all immigrants to the United States must fill out and have signed by clearance officials.
3. To simulate the difficulty of speaking in English when you do not know the language, *restrict yourself to two English words per sentence* as you answer questions asked you or as you comment on what is happening while you are being processed.

# Ellis Island Immigrant Instructions - 2

*Example of how your classroom may be arranged to become ELLIS ISLAND ... and how you move from station to station ... (See numbers 1 through 7.)*

***LEGEND***
*for the map on the right ...*
O = official
J = judge
D = doctor
= blackboard the doctor uses for eye tests




= The 6b or 6c flow eventually goes into one of two places: either the Deportation Station (7) or the Loyalty Oath Station (6a).

## Processing

1. Line up first at the Background Station (**#1** on the map above). *Be respectful and orderly at all times.* One inappropriate action, gesture, or comment could prejudice a clearance official against you. (One wisecrack just might get you deported from the country in which you have dreamed of living!)
2. When your turn to be questioned arrives, give your IMMIGRANT CHECKLIST to the station official, who fills in the blanks as you answer questions. The station official gives you a certain number of points for answering each question.
3. The station official signs your IMMIGRANT CHECKLIST and returns it to you so that you can carry it with you to the next station.
4. Proceed to the next stations. (See sequential numbers on map above.)
5. After the doctor has examined you at the Health Station, go to the clearance official at the Clearance Station. This person checks to see if you have "passed" at each of the 4 stations. "Passed" means a total of 28 points or more; the minimum points you must receive at the 4 stations are 5, 5, 8, and 10 respectively.
6. If you have not passed and you feel you were unjustly treated, you have the right to appeal. Ask the clearance official to allow you to go to the appropriate Appeals Station (the Character Appeals Station if you had trouble at Station 1 or 2 or 3; the Health Appeals Station if you had trouble at Station 4).
7. If you go to one of the two Appeals Stations, present your arguments as concisely, yet eloquently as you can. Make a *rational* case for why you should have received more points; make an *emotional* case based on what you will contribute to America once you have entered the country.

# Ellis Island Immigrant Instructions - 3

8. If your appeal fails and the appeals judge sends you to the Deportation Station, go there and sit down. A deportation official will then fill out a DEPORTATION FORM and attach it to your IMMIGRANT CHECKLIST.
9. If a clearance official says your total points allow you to be admitted to the United States, go with your IMMIGRANT CHECKLIST to the Loyalty Oath Station and wait your turn to take the LOYALTY OATH. After you have taken the oath, a clearance official will fill out your LOYALTY OATH and attach it to your IMMIGRANT CHECKLIST.

***Immigrants ...***
*You think it's only a simulation? If so, prepare to be emotionally moved if you make it through Ellis Island and get to pledge your allegiance to America as members of your extended family did earlier in American history.*

# Ellis Island Simulation

## Processor Instructions - 1

***Processors ...***
*Get ready!*

*Each of you has an extremely important role to play in the ELLIS ISLAND simulation that begins your GATEWAY experiences.*

### Introduction

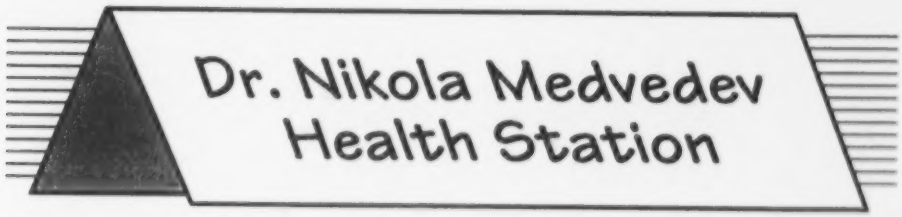
During the ELLIS ISLAND core simulation you are to role-play a 1900 immigration official at Ellis Island. For more than half a century this island contained New York City's federal immigration depot where up to 5000 immigrants were examined daily to see if they were to be admitted to our shores. Forever a part of American immigrational history, Ellis Island is remembered as a main "gateway" to American opportunity. Standing nearby, holding up the lamp of freedom and looking down upon the harbor is France's gift to America, the Statue of Liberty, which was dedicated in 1886. As processors you must carefully examine the immigrants to see if they are worthy of admission to the America of the early 1900s.

# Ellis Island Processor Instructions - 2

## ID nameplate and dress

1. Make an ID nameplate about 3 by 8 inches in size. On its front print your name and title. Place it on the desk or table where you sit. Here is an example of such a nameplate.

*Take pride in your nameplate. Feel free to decorate it with symbols of your station and/or country.*




2. Try to find a dark coat, white shirt, a tie and an official looking cap such as a police officer or firefighter wears. Wear all of these to awe the immigrants or at least gain their respect.

## Demeanor and behavior

*Should certain immigrant groups receive favored treatment because they are more "American"*

1. Strive to play your role enthusiastically and realistically. Assume an appropriate personality for the official or doctor you are role-playing.
2. And what is an "appropriate" personality? Recognize that although many of these officials were proud of their jobs and liked helping immigrants enter the United States as they themselves or their ancestors had entered, others were subject to human limitations. Certain Americans were irritated when they saw crowds of certain "inferior" groups whose customs and religious faiths seemed out of place and "un-American" in comparison with traditional WASP (**W**hite, **A**nglo-**S**axon **P**rotestant) traditions. Consequently, some officials would have to watch that their prejudices would not cause them to treat certain immigrants unfairly. The above words are not a suggestion that *all* or even many of you processing officials act as if you are ethnic bigots. Interpret the words instead as a suggestion that one or two of you might agree in advance to occasionally act unfairly when confronting an immigrant of a certain ethnic background that you feel should probably not be entering America.
3. You will have a more enjoyable time if you keep your voice and body language "in character." Even though you may want to be friendly to everyone, you will likely have to still be officious. After all, there are so many immigrants to process in one day.

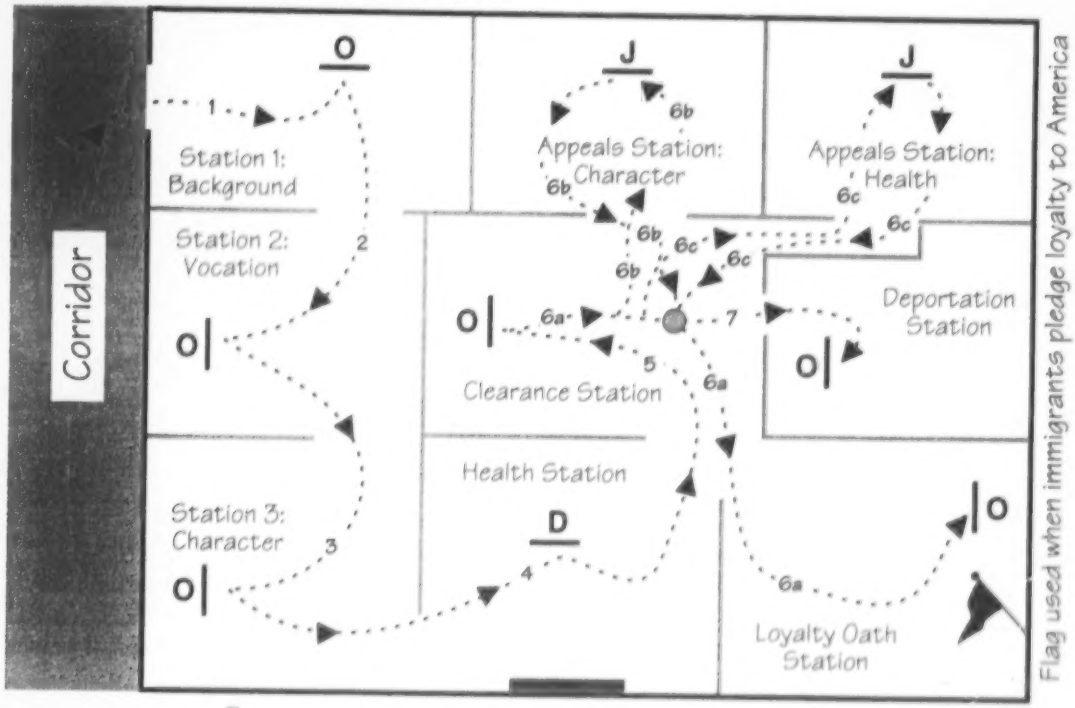
## Station officials

A minimum of nine processing officials are needed, one for each of the following nine stations: Background, Vocation, Character, Health, Clearance, Character Appeals, Health Appeals, Loyalty Oath, and Deportation. If you have more than nine officials, double up. For example, the Health Station could have both a male and female doctor for obvious reasons. Or as the day begins, two or three of you could help for a brief time at the Background and Vocation Stations in order to get the flow of immigrants started. At the top of page 6 you will find an example of how your classroom might be arranged. Note how the immigrants flow from one station to the next.

# Ellis Island Processor Instructions - 3

*Example of classroom arranged to become ELLIS ISLAND and how the immigrants move from station to station ...*

**LEGEND**
*for the map on the right ...*
**O** = official
**J** = judge
**D** = doctor
▬ = blackboard the doctor uses for eye tests




● = The 6b or 6c flow eventually goes into one of two places: either the Deportation Station (7) or the Loyalty Oath Station (6a).

*Be sure you have read all the IMMIGRANT INSTRUCTIONS on page 2. Note that they are to restrict themselves to **two English words per sentence** that they speak!*

**Station 1: Background**

1. Welcome the immigrant and check to see that he/she is wearing an ID tag and carrying an IMMIGRANT CHECKLIST.
2. If the immigrant has an ID tag and is carrying an IMMIGRANT CHECKLIST, ask questions and write the answers in the appropriate area on the CHECKLIST.
3. Sign your name, give the immigrant 5 points and send him/her on to Station 2: Vocation.

**Station 2: Vocation**

1. As you ask the Nine Vocation Questions on page 7, listen carefully to the immigrant's answers. Listen for honesty and sincerity as well as content.
2. Feel free to ask other questions you wish to ask if you sense that the immigrant may be lying to you.
3. Once you are satisfied with an answer, fill in the answer on the appropriate line in the appropriate area on the CHECKLIST.
4. For each answer also give points in the appropriate space at the right. Note that on question 8 you give either 0, 1, 2, or 3 points.
5. Write any Miscellaneous Comments you wish to write in the Miscellaneous Comments space.
6. You must sign the CHECKLIST before allowing the immigrant to go on to the next station.

**Nine Vocation Questions**

1. What was your last job? (1* if a job was held prior to leaving the Old World.)
2. For how long did you hold your last job? (1 if over 2 years)
3. Did you complete grade school? (1 for completing grade school)

# Ellis Island Processor Instructions - 4

4. Did you complete high school? (1 for completing high school)
5. Have you any college education? (2 if yes)
6. Were you ever apprenticed to learn a trade? (2 if yes)
7. Do you have any training in a skill? (1-3 for skill training)
8. Can you give references? (1 if yes)
9. *For married applicants only:* Have you had any children? (2 if yes)

* = The bold number in parentheses represents the number of points you can give for an answer to this question.

**Station 3: Character**

Follow the six directions under Station 2 on page 6.

**Seven Character Questions**

1. Have you ever been in jail? (3* if no)
2. Have you ever been divorced? (2 if no)
3. Are you an atheist or agnostic? (2 if no)
4. Do you belong to any political parties or organizations in your native country? (2 if no)
5. Have you ever undergone psychiatric care? (2 if no)
6. Do you have $30 or more in your possession? (4 if yes)
7. Have you ever been exiled? (2 if no)

* = The 3 in parentheses represents the number of points you can give for an answer to this question.

**Station 4: Health**

Follow the 6 directions under Station 2 on page 6. Carefully examine the person's health record and current health. (For example, if the person has a broken arm, cold or runny nose, ask several searching questions.) If you think there is the slightest chance that the immigrant's health might threaten any American's health, immediately reject the person, regardless of the number of points he receives while answering the 15 Health Questions below.

**15 Health Questions**

1. Do you have any trouble with your speech? (1* if no)
2. Do you have any trouble with your eyes? (1 if no)
3. Do you have any trouble with your hearing? (1 if no)
4. Do you have any trouble with arthritis? (1 if no)
5. Do you have any trouble with a skin or scalp rash? (1 if no)
6. Does your family have any history of mental illness? (1 if no)
7. Do you have any physical handicap? (2 if no)
8. Have you been immunized against diphtheria? (1 if yes)
9. Have you been immunized against whooping cough? (1 if yes)
10. Have you been immunized against tetanus? (1 if yes)
11. Have you been immunized against German measles? (1 if yes)
12. Have you been immunized against typhoid? (1 if yes)
13. Have you been immunized against yellow fever? (1 if yes)
14. Are you ill with any communicable disease at this moment? (1 if no)
15. Estimate the physical strength of the immigrant on a scale of 5 = strong to 1 = feeble (5 for strong down to 1 for feeble).

* = The 1 or 2 in parentheses represents the number of points you can give for an answer to this question.

**Ladies:** *"I know about your concern. I will have an assistant, a female doctor, on duty throughout your Ellis Island processing experience."*



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# Ellis Island Processor Instructions - 5

### Clearance Station

1. Check the immigrant's IMMIGRANT CHECKLIST with extreme care.
2. Total the person's points marked down at each station.
3. If the immigrant has sufficient points from each station and has his/her form signed by all officials and interpreter/guides, send him on to the Loyalty Oath Station.
4. If the person lacks sufficient points, either send him on to the Deportation Station or honor any request he makes to be sent to an appropriate Appeals Station.

### Character Appeals and Health Appeals Stations

1. If an immigrant faces one of you (each of you is an Appeals Judge), this moment is his/her last chance to avoid deportation. Therefore, listen carefully to the person's appeal. The immigrant will want you to understand that either a mistake was made or an injustice was done.
2. Take as much time as you feel is justified. (Of course, this decision depends upon how many are waiting to make their appeals.)
3. Allow the immigrant to bring in another immigrant to speak on his/her behalf if you wish to do so.
4. Make a decision and write it in the appropriate space on the IMMIGRANT CHECKLIST. Then send the person on to either the Deportation Station or the Loyalty Oath Station.

*Show each new American a copy of our federal constitution.*

### Loyalty Oath Station

1. If the immigrant's CHECKLIST is in order, fill in the person's points in the Clearance Points Earned section of a LOYALTY OATH form. If quite a few immigrants enter your station at one time, ask an idle official to help you.
2. Show the immigrant a copy of our federal Constitution. Explain its importance so that the future citizen will know what he/she is about to swear to "support and defend."
3. Administer the oath. If several immigrants are waiting and have their LOYALTY OATH forms and IMMIGRANT CHECKLISTs all in order, you may administer the oath to several at one time. Make certain that everyone stands, faces the flag, raises his/her right hand and repeats the oath's phrases word for word after you have read the words aloud.
4. Sign each immigrant's LOYALTY OATH form and attach it to the IMMIGRANT CHECKLIST.
5. Fill out the bottom left-hand corner of page 2 of the IMMIGRANT CHECKLIST.
6. Shake each immigrant's hand and welcome him/her to America.

### Deportation Station

1. Fill in the DEPORTATION FORM. If quite a few immigrants have entered your area, ask an idle official to help you. Use particular care when you fill in Clearance Points Earned on this form. *Make certain no error was made.*
2. Sign this form and attach it to the IMMIGRANT CHECKLIST.
3. Fill out the bottom right-hand corner of page 2 of the IMMIGRANT CHECKLIST.